

ARTS and CRAFTS Number



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THE SIERRA EDUCATIONAL NEWS

Volume XXI

JANUARY, 1925

No. 1

The Coming Legislature

Art and Craft Work in the Schools

**Art in the California Colleges
and Universities**

Industrial Art Education

Art Education for the Home

Some Impressions of European Art

California Educational Meetings

Radio and Education

**Extra-Curricular Activities in
the University**

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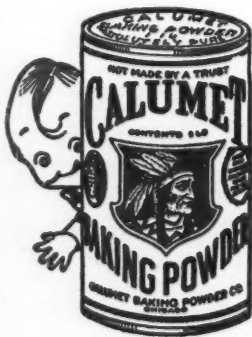
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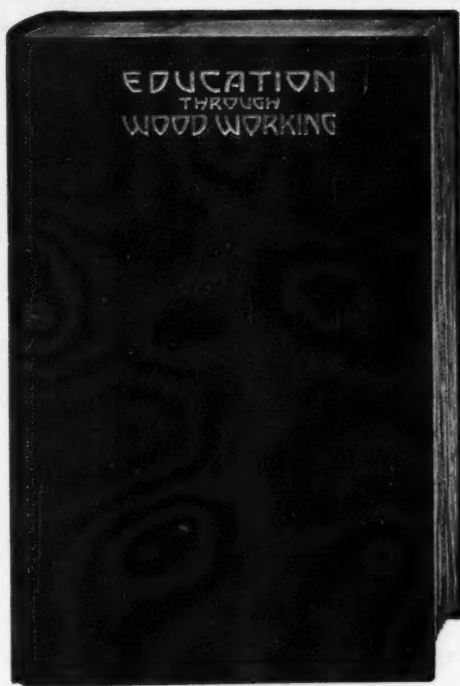


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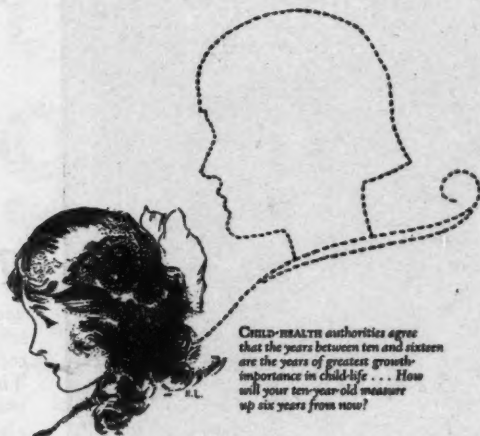
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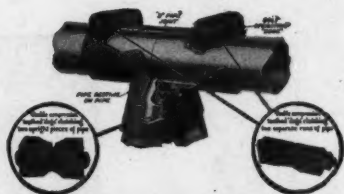
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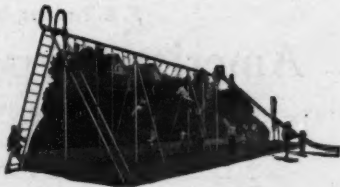
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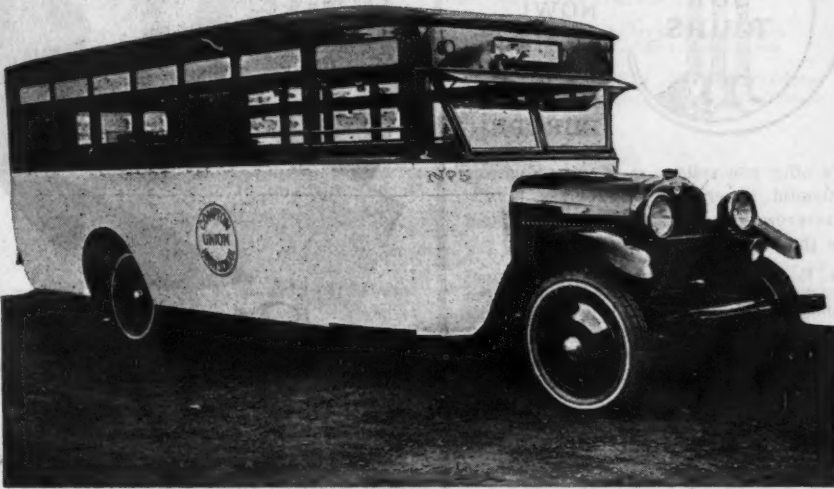
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Art Education


ART is a natural expression and ceases to be art when affectation sets in. The art quality may be applied in practically every phase of human life and experience. We must get away from the idea that art is drawing, or sculpture, or painting, or decoration, or jewelry, or woodwork. The art quality may be cultivated in all, and the real art quality is of practical use in our everyday life.

¶ We are then not primarily to produce artists through art-teaching in school. We are not to single out a few delicate, high-strung, sentimental youths and maidens, and make them the beneficiaries in a cut-and-dried plan of art instruction. We are rather to expose everyone to this art influence, with the thorough knowledge that the results will be according to individual tastes, abilities, desires, capacities, efforts. This kind of art-teaching must become general.

¶ But to become operative in practical life it must be possessed by those who are of the practical life, who are *doing things* in practical life. The art quality in the individual must mean more than the ability to produce a masterpiece, or to appreciate a work of art. It must result in the selection of good and substantial things; it must find its application to all phases of life by all people all the time; it must be lived.

ARTHUR HENRY CHAMBERLAIN,

Before the National Education Association.



EDITORIAL



ON January 5th, the first Monday of the year, the California Legislature convenes for the first half of its bifurcated session. This will be the forty-sixth session of the legislature. The first half will be for a thirty day period.

As always, there is an educational program, that for the best interests of the schools, it is desirable should be carried

THE COMING LEGISLATURE.

through, and, as always, there is doubt as to the numerical strength of those senators and assemblymen who are friendly to education. At the last legislative session, the Senate, in general, was more in harmony with the needs of education and humanitarian legislation than was the Assembly. It is hoped, however, that this year a majority of both houses will be ready to sponsor any measures that would seem to be necessary that the schools may be kept at the highest point of efficiency.

The California Teachers' Association has never set for itself the task of becoming an advocate for measures that did not have a state-wide significance. Our organization has centered only upon a few necessary and fundamental proposals. The Legislative Committee of the Council of Education has been charged with the duty of attempting to carry through a determined program of this kind. It has been charged as well with the responsibility of helping to kill those proposals that were of doubtful value, or were vicious, or would only cumber the books, as our School Law is now top-heavy and needs clarification.

At the recent annual convention of

City and County Superintendents, there was proposed a legislative program by the committee in charge, with Superintendent Mark Keppel as chairman. This program of twenty items was unanimously adopted. At the meeting of the State Council of Education on December 13, this same program came up for discussion and adoption. In speaking on this program President Keppel emphasized again the need for a Legislative Committee and showed that from time to time it is necessary that there should be at Sacramento some person or persons charged with the responsibility of appearing before committees and at hearings so that the desires of the school people can be made known. He also emphasized the fact that to maintain an educational lobby at the coming session would prove detrimental rather than advantageous. Legislators are human beings and they do not wish to be watched or coerced or threatened. It is unwise for any individual or committee representing educational interests to "park" themselves at Sacramento during the entire session. It is rather the wise thing to be present at such times as there are coming up for discussion matters in which the educational people are interested so that questions may be answered and, where necessary, arguments may be made or presented.

During the last few years the California Teachers' Association has established through the methods it has employed at Sacramento, a ground of friendly understanding. If, however, in addition to those selected by the Association to

appear at Sacramento, there be found constantly on hand representatives of groups or departments from one or another part of the state, the idea is at once conveyed to the Legislature and general public that there are factional interests. This of itself tends to weaken our efforts. *All should work together* to the end that we shall center upon a few outstanding fundamental needs. All in all the outlook this year is very promising.

A. H. C.

AMERICA has many distinctive institutions. We are a new people, in a new land. Therefore, we do things differently. Our faces are not often turned venerably backwards toward our European great-grandparents, but forward toward the **EDUCATIONAL MEETINGS** lure of prosperous tomorrow.

Professor Cubberley of Stanford has been lecturing at educational meetings this fall on "why American schools are different." Our teachers' institutes themselves constitute a point of difference between our way of doing things, and the European way.

The teachers' institute, once a source of merriment for shallow-souled folk outside and inside the profession, has risen from obscure and humble beginnings (poor but honest!) to its present status as a great professional center of enlightenment and inspiration. The rise of the institute, like the phenomenal growth of the summer school, is another evidence of the vast residual powers of the school teachers of America for professional advancement, for organization and co-operation.

The institute or educational meeting has a peculiar vicarious quality—for the *real beneficiaries* are the school children. To the school-boy, Association Week is a glorious holiday—abit unexpected, too,

for how is a boy to keep track of such things! To the teacher it is a mixed blessing—about fifty-fifty! She is freed, to be sure, from the classroom routine and the eighty bright eyes that all day follow her every movement. But the sessions are long, and the lectures sometimes a bit stodgy and bleak, and the seats become tiresome. It is real *work* to sit through all the sessions of a modern educational convention, to keep alert and smiling, and to maintain the sticky tentacles of one's mind at their highest pitch of apprehension and thought-capture.

A full, rich, diversified program is provided—music addresses, general discussion, business, demonstrations, exhibits, social affairs, committee meetings, dramatics, group and section meetings—so that the really interested teacher (and these comprise 98 per cent of the profession) finds abundant food, abundant opportunity for expression, abundant privilege for co-operative action.

The institute is no longer a pompous series of pedagogical sermons; it is an intensive school, a highly integrated convention. It is alive, vital, tingling with reality, vigorous in its practicality, radiant with vision and with good cheer. Youth and old age are comrades; research and daily practice walk blithely hand-in-hand.

The school children of California are to be congratulated upon the unusual excellence of the 1924 convention season. The attendance, the interest, the high level of the programs, the intimate practicability of the materials offered, have been unexcelled. The 1924 educational meetings effectively demonstrate California's profound faith in and support of, the American free public school system.

V. MacC.

ART is an ancient possession of the race. Far back in the black recesses of European caverns are beautiful, vigorous paintings, many thousands of years of age, the handiwork of primitive man. Recent excavations in Asiatic

ART EDUCATION

deserts are revealing the sumptuous art of ancient cities, long buried under drifting sands. The central American jungle has given up its secrets, and the astonished eyes of the explorer have beheld the massive art of a vanished Maya culture.

The simple wooden bowls of Polynesia display a sense of proportion and delicacy of outline as fine and true as that of Grecian pottery in its heyday. Mediterranean islands are littered with the debris of marvellously beautiful art of forgotten peoples. Egyptian tombs, sealed for the Judgment Day, have opened, and the brilliant sunshine of today has been reflected in the golden glory and ceremonial artistry of Pharaohs.

The exquisite delicacy and charm of Japanese art, the stately aloofness of Chinese designs, the melancholy monoliths on Easter Island, the carved walrus ivory of the Arctic dwellers, the fantastic costume of the Zanzibar medicine-man, the ruined pillars of Rome, the shattered temples of Greece, the little child fumbling with colored crayons, the silent, focused gaze of the cinema throng—all these are mute and powerful testimony to the universality of the art hunger in human life.

In the "little red school house," which, by the way, has been fallaciously sentimentalized by thoughtless and by crafty folk, the boy who drew pictures on his slate had his knuckles rapped by the grim schoolmaster. If he persisted, he was seated on the dunce's stool, an example of ignominy. Art was banished from the

presence of solemn "ciphering" and was exiled from the droning of dreary "lessons."

In this modern school, Art is slowly coming to its rightful place as one of the *great basic elements* of the curriculum. Art is a necessity, not a luxury. Art is of the soul. Art is a path of expression, leading from the lowest animal levels, up to the effulgent gates of Paradise itself. The hunger for artistic expression, in the normal child, is as real as is the hunger for food, although it may be more easily stifled, thwarted, and perverted.

One of the major indictments against the so-called "industrial civilization" which has engulfed our present age, is that it sins against art. But a healthy and rapidly growing reaction against the ugly, the tawdry, the useless and flimsy, has set in. Humanity is learning that it can build beautiful cities, artistic homes, lovely parks, delightful boulevards.

The vital and unsurpassed position which Art occupies in any rightly conceived school program, is now generally recognized by leaders in the educational world. In manifold forms—drawing, painting, design, sculpture, handicrafts, dramatics, music, home making, photography, printing—art is winning its way into the lives and souls of the school children of America.

We recently chanced to visit a high school in an obscure Utah village. There, on the walls of a spacious assembly hall, was hung a permanent collection of beautiful oil paintings, many of them the work of distinguished artists. That art gallery is a major spiritual asset of that quiet village. That school is a Temple of Art. That school is prophetic of the New Era in Art Education, which already has brightly dawned.

V. MacC.

A PLEA FOR MORE ART AND CRAFT WORK IN THE SCHOOLS

ROYAL B. FARNUM

Principal of Massachusetts Normal Art School and State Director of Art Education

NO greater esthetic delusions were ever uttered than when Ruskin, Morris and others preached the "return-to-the-Middle-Age" gospel. The world progresses; we may never go back. Individually we might return for a while, but for civilization to turn back to the old craftsmen days of those wondrous Middle Ages, is completely impossible.

Nevertheless I would urge more, and more, and more Art and Craft in the schools and at home. Today it has a new and vital significance in modern education and modern life. It can and may save the atrophied emotional side of humanity, deadened and over-intellectualized by modern education from the primary grade thru the college.

I have a daughter who is a junior in an Eastern public high school. The school system is considered one of the best in the country. I think it is. Still there is much to be regretted. I want Barbara to do things with her hands as well as her brain; I want her to record her observations and her thoughts in other ways than mere writing and talking; I want her to feel the joy of creating things in hard-yielding substances and materials, wherein her ideas take shape in permanent three-dimensional form; I want her to experience that great satisfaction which comes from the contemplation of a material result obtained by skill of hand, correct judgment and hard physical effort; I want her to gain that esthetic thrill of "well done, thou good and faithful servant" in a task calling for concrete performance.

But, alas! What do I find? Opportunity for "the larger life" which Henderson tells us about? A chance to put into practice what I so deeply desire for her? No! as I shall point out.

Now, it happens that I want Barbara to receive four years of college training. I want her to learn the lessons of living with others of her own age and away from the fond parent's worried attentions. I want her to go away to college, so I must conform to the "College Board Requirements," and the high school does the same. She must take the "College Preparatory Course." With no choice of her own, with no opportunity to question her own desires and her own instincts, she is shown what subjects she *must* pass.

Of course, she must take Latin; somebody's mother tongue, but not hers; and Algebra, which is so markedly essential to human existence; and Greek, where art once flourished, but where, and in which, it has long since sickened, and died; and Geometry, that staff of life (?) in rearing children, and in business, politics and even teaching; and Science, which is so very closely related to our habits and actions but which, in school, seldom, if ever, touches them, for it must be "preparation for college!"

Here let me say that I have no quarrel with these and other subjects. They have their great cultural values, they form a wonderful background for some future lives. They should have their place, with a little more liberal point of view, perhaps—but not to the exclusion of other desirable subjects in a high school.

I find that Barbara puts in five and one-half hours a day in school, and, with one subject four times a week and four subjects five times a week, she is expected to put in a minimum of one hour on each subject outside of school. I figure, therefore, that she must spend about ten and one-half hours each day on just intellectual development. Roughly figuring on what ordinary health requires for eating and sleeping I believe I found that she didn't have time for two of her meals in the week and she lost some sleep.

Is it any wonder that her emotional nature finds expression in absentmindedness, quick temper, worried disposition and tears? And yet we are told that the emotional brain is actually more important and vital to a great and lasting civilization than the intellectual one. We read that unfortunate Loeb and Leopold were intellectually over-ripe but emotionally zero. Even one college president pleads for "time to think, meditate and contemplate" in his world of intellectual cramming. Whoever really enthuses over anything these days? Whoever allows his decent emotions to display themselves? Whoever loves his task because he *loves* it?

So I say that art and craft work has a new and vital significance in modern education and modern life.

(1). It offers an outlet for human esthetic emotion. As a safety valve it is invaluable.

But it should be considered from the art point of view. It is design, the child's design, an expression of his ideas and ideals, his experiences and even his emotions. It, then, must be a real creation in material form and that transition from a mental thought through a raw product to a decorative object of utility must be recognized in the consciousness of the child.

(2). It affords an outlet for sense training in a number of ways. It stimulates brain action in uncharted and inexperienced fields; it affects the sense of sight through value, color, line, form and proportion principles, and it trains the sense of touch in a marvelous manner.

(3). It develops a correct conception of the uses of numerous mediums and materials. It thus educates in the judgment and selection of material form from the workmanship point of view. I was reading recently in the American Mercury for November that admirable article by Walter Pritchard Eaton, on "Nantucket." "In an old history of the Island," he writes: "I found an illuminating sentence. The early settlers, back in the seventeenth century, according to this writer (himself a descendant of the original islanders) encouraged the immigration of mechanics and other artists." *Mechanics and other artists!* . . . The men who built our wooden ships a century ago were perhaps the best carpenters we have ever produced, and they had few equals anywhere. In the appreciative seaport towns, they worked with similar skill on dwellings and public buildings, with unfailing resourcefulness in meeting individual problems of construction

and detail, and an unfailing sense of balance and proportion. They did not collect proportion and detail from architects' plans; they had them in their heads, the result of long and loving practice in adapting their material to the requirements of use, and long familiarity with a tried style."

Finally, Art and Craft work offers a "hobby," a future avocation at least, which is now quite generally recognized as the proper antidote for the present "jazz" existence in which we live. I was talking with one of our greatest Indian sculptors, Cyrus Dallin, the other day, along these same lines, when he told me of his experience in establishing a "Hobby Club." It was done in the interest of his boys.

A special room was set apart and outside boys invited in "when they had acquired a hobby." Officers were appointed and the organization was kept a dignified but wonderfully enjoyable experience in the boys' lives. It was maintained until the boys went away to college or work. "Today," Mr. Dallin stated, "over seventy-five per cent of the boys are pursuing their hobby as a life work." Springfield, Massachusetts, is trying the hobby experiment on a large scale with her children of the Junior High School.

If you have you will want your children, your boys and girls, to have the opportunity of *making* things, of creating beauty for themselves and for others, of thus broadening their educational experiences happily, healthfully and esthetically for a higher and fuller civilization.

INDUSTRIAL ART

J. C. BESWICK

State Supervisor Industrial Education, Sacramento, California

A CENTURY ago, European governments recognized the public usefulness and value inherent in art. They realized that art has the power to enrich not only the lives of individuals, but also nations which cherish and foster it.

Commercial competition spurred England, France and Germany in turn, and even little Holland and Belgium, to their utmost efforts in establishing and subsidizing schools of art and design, and in every way to encourage and stimulate the development of the artistic.

Even during the recent World War France, ever jealous of her supremacy in the art industries, did not fail to keep alive interest in art in her school children. Exhibitions of

clever designs made by the children in the schools of France were sent to America to be circulated throughout our country.

During the century past, America has been so busily engaged in conquering a continent, both physically and industrially, with her best brains and energy devoted to material things, comparatively little attention was given to the field of art. We have become a great industrial nation without a national industrial art.

The United States had been content to furnish the raw materials in bulk and to invent machines to reduce the cost of production. With the application of good design and skilled workmanship to our raw materials, they returned to us, wonderfully enhanced in value,

as objects of art, or the finest of manufactured products, to appeal to the American buyer of refined and discriminating taste, or to those who felt that "imported" goods must be superior.

Likewise, it had been the custom of our industries manufacturing products requiring design, to import designers from abroad. Since the war, however, our government has recognized the need for development of art in America, particularly industrial art, and it has fostered a nation-wide campaign to that end.

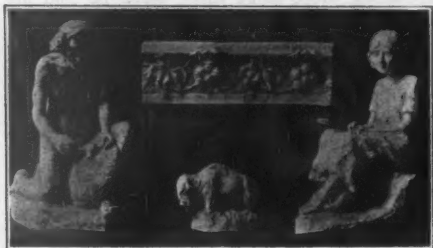


Figure Modeling

Having passed the pioneering period in industry, the day is at hand for pioneering in art. While art has not yet come into its own in America, it is well on the way. Slowly but surely the old idea that art was a luxury to be enjoyed only by the wealthy, that her sacred abode was within the studio walls, holding aloof her charms for the chosen few, is happily giving way to a new conception of this goddess of Beauty.

As a nation we are coming to see that a true appreciation and understanding of art is possible to all, that art can be applied to objects of use, and can become an integral part of our daily lives.

Art is truly democratic, the essence of equality of opportunity. We have art shower the choicest gifts upon utter poverty and withhold them from great wealth. Art speaks a universal language understood by all people. Hence it can serve as a most powerful element in civic progress, an effective instrument for understanding and good will between nations.

Art, descending from her pedestal, seeks to carry her message to all. She is ready to serve us if we will but listen.

Universality of Art

Everyone possesses the latent ability to enjoy and appreciate art, to be inspired and moved by the expression of beauty, but this

potential ability must be awakened and developed through proper guidance.

However, all are not born with good taste; the vast majority respond to the vivid, the obvious, rather than to the restrained and esthetic. Without instruction, they fail to discriminate between the best and the mediocre or even the cheap and tawdry. With guidance, in due time the masses acquire the correct standard of taste, and once acquired, they apply them.

If you question it, look about you at the vast improvement in today's architecture over that of a generation ago, even in the smallest homes; observe the fast-growing tendency to surround the homes with landscape gardens, and to furnish them with more artistic furnishings, even those of most moderate price. We seem to have passed the period of golden-oak horrors and ginger-bread ornamentation.

Certainly the popular esthetic standard has shown improvement in the last decade, with a rising democratic demand for quality and beauty.

To raise the standard of public taste and to maintain it, we must extend to as many as possible an appreciation and love for art; also we must discover talent and provide for its fullest development. This is the problem of public education.

We cannot overestimate the economic value of good taste to the great mass of consumers, the public, who spend vast sums for homes, furnishings, dress, etc.

Art Appreciation

Art appreciation can come only through art experience, which means concrete experience in some forms of art, giving the children materials and having them express their conception of things of interest in their daily lives. Posters for school plays, costumes, stage settings, window displays, and the like, offer abundant opportunities for learning principles of design and improving standards of taste.

There are so many opportunities, particularly in high schools, for the art work of the schools to function with the activities of the community.

While the high schools are accomplishing much, and educators are showing a better attitude toward the place of art in our system of education, there is still much to achieve.

The criticism has been justly made by leaders in the art world that too many so-called teachers attempt to standardize art teaching, or to give their students information about art

and artists by the old method of approach through literature, rather than by the only real medium, the laboratory method.

I regret to say that in some California high schools, the species is not yet extinct that sits at the desk attempting to inculcate art.

Any art department which does not make itself felt as a real live factor in the high school life or does not impress its influence on the community—however small or remote—fails to assume its full responsibility, either due to poor teaching or lack of initiative and leadership. The schools reflect the life and ideals of the community.

Specific Examples

The Fullerton Union High School, in adding to its groups of buildings, has given one building exclusively to art, where the teaching will be done by laboratory methods. In the little foothill town of Dinuba, the art instructor is tying up the art work of his students with the activities of his community wherever possible. Due to his inspiration and leadership, real talent is being encouraged to continue on into further study. Other examples could be mentioned throughout our State. California boasts two trade-art classes, organized and subsidized under the provisions of the Federal and State Vocational Education Acts. These classes are under the direct instruction of Mr. Currier, Lincoln High School, Los Angeles. Mr. Currier states that the boys and girls are placed, at the completion of their work, in positions where such training is demanded, supplementing the work in the schools. Stimulus should be given by visits to museums and art galleries, by taking advantage of traveling exhibitions of fine prints and other works of art, also by cooperative community exhibitions, showing the many uses for art in the home and the community.

We must also foster and support industrial art schools of the best type, with the best technically trained talent to prepare skilled craftsmen for our art industries. Future training of art craftsmen for the industries which are developing in California, must be given from the factory standpoint. Hence the need for cooperation of business men, art-craftsmen and educators.

State Art Conference

The State Art Conferences called by the State Board of Education have sought to bring together the various interests concerned, business, art crafts, and the schools, whose con-

tinued cooperation is absolutely essential to carry out a comprehensive program of fine and applied art development commensurate with its possibilities in California.

The last State Board Conference, held at the San Francisco Museum of Art in May, 1924, was enthusiastically pronounced a great success by all who participated.

Through the collective efforts of the business men, art craftsmen, and educators, ably assisted by Mr. Nils Laurvik, Director of the San Francisco Museum, an excellent program was presented and an exhibition of art products and designs displayed from schools, colleges and industry. These meetings have helped to bring about a better mutual understanding of the problems common to all, and the responsibilities of each group. Out of this conference developed the state art association, with Professor A. B. Clark, Head of Art Department, Stanford University, as president. Under the able leadership of Professor Clark, it is anticipated that the state art association will take the lead in carrying on these conferences, broadening the scope and deepening the significance of the work.



Decorative Modeling
Showing Application of Figure Modeling

California Art

Many factors are serving to bring about a remarkable development of industries in California on a sound basis, destined to place California in the front rank as an industrial state.

California possesses vast wealth in raw materials scarcely touched as yet. Climatic con-

ditions and natural beauty are making California a Mecca for artists from many parts of the world.

We must not neglect the opportunity to develop our art industries by using this human material at our command, the artists and art craftsmen, and also the raw materials of the state, by bringing in the machinery to produce on a quantity basis the manufactured products of the finest quality.

The application of good design and skilled workmanship to our raw materials points the way for a great industrial era for California. Business men and manufacturers are thoroughly convinced of the value of the appeal of art in the products and displays.

Art and the Factory

"Artistic factory work" is not a contradiction in terms. The machine is no longer "Beast" to "Beauty." The machine is merely another tool inviting mastery at the hands of the craftsman, the creative designer, the artist—complex, yet only an extension of the human brain and hand not essentially different from the axe, the adze, the awl, the plane, and other tools.

The exhibition of manufactured products involving design at the Metropolitan Museum of Art, New York, last summer elicited the following comment: "It is difficult to believe these objects are not authentic antiques—due to the designer's success in making the machine obedient to his will."

The most encouraging fact about such exhibitions of the finest machine-made products is that manufacturers are making an intensified effort to unite beauty with the machine. This is being done in response to a commercial demand. They realize that sales depend more and more upon quality of design.

Widewake manufacturers and designers are aware that museums containing superb collections of art objects are a valuable adjunct of their designing rooms, auxiliary laboratories upon which to draw for inspiration.

Museums and special schools will develop as the demand grows; as the art industries develop, offering opportunity for the outlet of artistic talent, well trained. The hope of American art lies primarily in the art instruction given in our schools, whose product is the public.

ART IN THE CALIFORNIA COLLEGES AND UNIVERSITIES

ARTHUR B. CLARK, Stanford University

ART instruction has become an established fact in the higher educational institutions of the United States. This is reflected in the curricula of the California colleges and universities, almost none of which is without its department of fine arts, including the study of painting, and to a lesser extent, music, sculpture, and architecture.

The character of this instruction in the visual arts is two-fold, with a somewhat equal division between technical practice on the one hand and appreciation of masterpieces on the other. The remoteness of California from such large museums as the Metropolitan of New York or the Museum of Fine Arts of Boston, and many excellent although smaller museums of many other cities, has resulted in giving rather more time to technical and applied art instruction, and rather less to appreciation of historical examples than is the case in the East.

Even when the instruction is largely technical, it is more for the purpose of culture and appreciation than for a vocational objective.

With a large number of university students vocational use is made of their training when they become teachers.

Reproductions are continually used in giving students good information regarding the treasures of civilization which are stored in the buildings, paintings, statues and furniture of past times. And so excellent are these reproductions that remoteness from the large museums is after all only a partial handicap. The really great works of art must be seen in place to be felt in their full strength. The Californian is notably a good traveller and found more frequently than the citizens of almost any other state before the great works of art of Europe and Asia. Anticipation of such travel gives zest to the college and university art appreciation courses.

Having mentioned the study of historical art it remains to estimate the excellent work done in applied art. Of recent years dramatics has demanded much from visual art departments in the design of costumes and stage settings.

Collaboration on the highest plane of both dramatic and visual artists in attaining a high quality of production is needed to satisfy the critical college audience. The university art departments are much stimulated by this demand.

The household arts, with proper treatment may be made to function intensely in the development of personality and character. Another practical field which is entered upon in a semi-professional semi-amateurish way, is that of illustration for both literary and commercial purposes. In fact from the kindergarten to and through the university we find

that art instruction is increasingly made to function in the daily life of the pupils as an essential ingredient of the increasingly socialized school life.

In the field of pedagogy as concerned with art there is extremely important work for the art departments of universities, in investigation of most effective means of art instruction. Some good work has been done, and the need for more is urgent. The regulation or harnessing of the emotional forces by which humans are swayed is of no small importance, comparable by metaphor to the control of electricity. Art is emotional force made dynamic.

INDUSTRIAL ART EDUCATION

F. H. MEYER

Director California School of Arts and Crafts, Berkeley

SINCE art education in the grades and high school will be treated by other writers in this issue, I will confine myself to the subject of specialized industrial art education, and the training which follows the secondary schools.

Some Industrial Art Schools

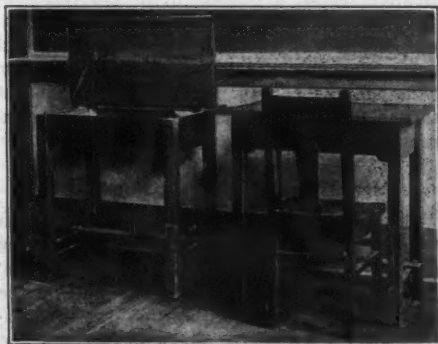
In America the oldest school providing this type of training is the Pennsylvania School of Industrial Art in Philadelphia, which was founded immediately after the Centennial Fair of 1876. Its curriculum includes the industrial arts in general, with a specialized school for textile work. In 1887 Charles Pratt founded Pratt Institute for the express purpose of preparing trained executives and designers for the different industrial lines. This school offers courses in the fine and applied arts, the household arts and the technical arts. The Carnegie Institute in Pittsburgh (founded in 1895) is probably the best equipped school of its type, and is at present the leading industrial art school of the country. Its departments coincide in general with those of Pratt Institute. In 1907 the California School of Arts and Crafts was founded, offering the first opportunity west of Chicago for the study of the industrial arts. The school at present has three divisions or Schools of Applied Arts, the Fine Arts and the Normal Arts.

Content Work Essential

The history of industrial education forms a narrative far too long for treatment at this time, and this article will aim to describe in a limited way certain present day practices in industrial art education. More than in any other branch of education, it is recognized that in the study of art we learn best by doing our-

selves, and that the personal experience counts more than the experience gained by someone else and passed on to the student. Therefore in the training for industrial art, content work, the keynote of present day education, is absolutely essential to securing the best results. So it follows that a school which teaches industrial art without shops for the executing of designs is like a conservatory of music unequipped with instruments.

A printing shop, for instance, is invaluable. A student of commercial design, aside from the instruction he receives in the principles of design, color, lettering, figure drawing, etc., should have some personal experience in doing work which is actually reproduced. In the print shop the simpler tests of color plates and black and white reproductions may be observed by the student, and through this process he is able to understand and eliminate some of the faults common to amateurs. His value to his first employer is thus greatly enhanced.



Movable Desks for Use in Grammar Grades

The Problem in Interior Decoration

The same applies to interior decoration. A student might turn out an excellent sketch or even a good scale drawing, and yet have a conception absolutely impracticable of execution, from the standpoint of construction and cost of manufacture. By the consideration of these facts, the designer in the industrial arts is constantly limited. No matter how beautiful his design, it cannot be produced if the cost is too high; no matter how interesting his design, it cannot be executed if the plan is structurally impossible. A story told of Whistler's "Battersea Bridge" illustrates the relative freedom of the fine artist who, as a usual thing, may choose his own subject, medium, and size. Whistler, in order to make more perfect the composition, left out one of the spans of Battersea bridge, and produced a wonderful picture. To produce a design of comparable perfection, the industrial arts worker would be confronted with a problem requiring even more skill, for his task would be to produce an artistic ensemble, conforming in all respects to the laws of structure.

In interior decorating there is the opportunity for assigning students really practical problems. I believe that in many cases, too much time is given to the study of period furniture and furnishings. A knowledge of the fundamental principles of the different styles is, of course, essential to the decorator, but to my mind, the emphasis should be placed upon a study of the needs of the present day interior rather than upon the details of obsolete period styles. Time, today, is needed for more vital things than keeping in order an over-large and over-furnished house. Consequently, people no longer build the large houses which seemed essential in the Victorian age. With fewer and smaller rooms, a refinement in the furniture and decorations is necessary—the simplification of line and surface, the harmonious use of color, the proper selection of materials for hangings, upholstery and wall surfaces—all this to the end that the rooms may better express the spirit of the age.

How Wonder Hill Was Furnished

The California School of Arts and Crafts has been fortunate in its opportunities for working out practical applications of the students' plans. Among them was Wonder Hill, the summer home of the Girls' Club of San Francisco and the gift of Mrs. Mortimer Fleishhacker. The whole interior of the building was done

by the interior decorating class under my direction. Even the furniture was built in our shop, and the draperies made by the girls of the club, under our supervision. The materials were selected by the students and approved by the donor. Considering always that it was to be a rest home where girls who work in stores, offices and factories spend a few weeks in the summer time, especial care was taken to have everything as simple as possible without making it severe, and as reserved in color without making it monotonous.



Corner of Living Room at Wonder Hill

The illustration of one corner of the living room shows some of the furniture. The plan was suggested by an old colonial stool, a replica of which is shown in the upper left hand of the picture. The furniture in this room is of oak, stained gray with acid. The curtains and upholstery are in old gold and the carpet in a dark mauve. As these rugs were donated, we took their color as the keynote of the room. Color spots are furnished by a few fine pieces of brass, pottery, the shelf of books, and also the greens and flowers which are always in abundance.

The dining room is entirely modern in style, the idea being taken from the simple undecorated lines of Chinese teakwood furniture. The furniture in this room is made in red birch, oiled and without stain. The walls are redwood stained gray with acid and the curtains are of silver blue—the entire color scheme suggested by a fine oil painting donated by a friend of the club. Plenty of color is given by the little bouquets on each table, the colored chinaware, and the wonderful outlook over garden and hills. The dormitory, the matron's room, and the children's playhouse were also handled by the students.

Furniture Profit for Berkeley Schools

In 1918 an entirely different project came to us, when the Berkeley schools were confronted with the need of getting desks for the Thousand Oaks School without paying the excessive war-time prices. Our students were given the problem of designing the different types of desks needed. Adhering to the belief that movable furniture is best for the lower grades, they proceeded to design desks for the kindergarten, best suited to the group work which is required of the little children. The design which we used in the end provided desks longer than the average, and so arranged that two of them, laid together, would make a fairly large table about which a group might work.



Movable Desks for Kindergarten and Primary Grade Use.

The picture illustrates the method and gives an idea of the simplicity of construction. For the upper grades, the single desk design which

was selected had hinged tops, providing for the laid-away books, and a stationary ink well. Throughout this work, we had constantly to consider the holding down of costs. The students' designs were subjected to criticism by a committee of teachers who considered them from the standpoint of utility. Among ourselves, they were scrutinized from the standpoint of design. The accepted design, of course, had to conform with the chief restriction we faced, the need of economy.

Value to Students of Practical Problems

The work on such problems as these which I have described has, to my mind, been of the greatest advantage to our students. Abstract problems are not a sufficiently thorough test of the student's ability or accuracy. When the student completes his design and makes a working drawing of a piece of furniture which is actually to be built, he cannot be neglectful of the least detail in either design or construction.

At the present time the remodeling of the residence on the school's new site in Oakland is providing excellent problems for our classes. This content work is becoming more and more recognized as the only method in an industrial art school for the preparation of *practical* designers, illustrators, craftworkers and art teachers in the public schools. It is gratifying to observe the greatly enhanced outlook for industrial art in our United States which is resulting from the increasingly general adoption of the problem method of education.

ART EDUCATION FOR THE HOME

MAY GEARHART

Supervisor of Art, Elementary and Junior High Schools, Los Angeles

IN arranging a course of study in arts we decide on certain objectives and offer material for experiences which will arouse interest and stimulate imagination. In any grade from the first to the high school a problem relating to home interests awakens the enthusiastic response of the pupil and enlists his will in an effort to meet an existing need. In primary grades where the drawing is used largely as a means of expression the children draw pictures of their homes, of father and mother and the baby, and of their pets. They make illustrations showing the activities of the family. The making and furnishing of a doll house or playhouse gives opportunity for emphasis on the art principles of order and suitability.

The art elements of form and color enter into all these problems.

As the student advances through the various grades in school his ability to analyse a situation increases. Time should be taken to discuss with him the reason for the presentation of every art problem. Every opportunity should be utilized to connect the simple problem in art worked out in the class room with practical problems in living. The student should appreciate that the art principles and art elements that we continually emphasize in school work also enter into problems concerned with dress, home furnishing, houses, and gardens. The principles of order, repetition, subordination and balance are illustrated

in problems dealing in fine space relations, form relations, and color relations.

As far as possible we bring to class the actual things used in the home that illustrate these principles. Silverware, candle sticks, rugs, and table covers are loaned for class discussion. A small table enameled black or painted a warm gray is quite necessary in every school room. The table arrangement varies from time to time. A bowl of flowers arranged in related hues against a small silver screen, two plain candle sticks with candles repeating a note of color in the picture hanging above, a Japanese or Chinese toy on the table against a stenciled gold paper wall decoration or a block printed textile offer suggestions for materials easily obtained.

A mother called at one of the art rooms explaining that her little daughter had begged her to come to see the gray walls and gray woodwork, the embroidered curtains, the little art table arrangement, the various efforts made by the class to achieve order and beauty. So charmed was the child with the suggestions offered in class for home decoration that she aroused the interest of her father and mother and they proceeded to help her to attain some thing of the sort at home. This was no easy matter as this particular family belongs to the modern tourist class who live in the auto camp in a tent house. However, gray wall board was utilized and that first requirement, a plain neutral background, was achieved which accorded well with the lovely stitchery in related hues on the curtains and table cover which little daughter had learned to make at school.

The fine illustrations of furniture, furniture arrangement, wall elevations, and interiors appearing in magazine articles and advertisements form valuable source material for discussion and mounting and for interpretative prob-

lems. Lantern slides and enlarged photographs showing dignified fireplaces, suitable furniture arrangements and charming interiors from local and foreign homes are some of the valuable offerings made to us by our Visual Education Department. The beauty achieved recently in much of our city architecture in regard to both homes and to commercial buildings gives material for the discussion of the sincere and suitable in architecture.

When I visited the art department of the John Muir Junior High School (Los Angeles), last month I found the classes engaged in a very practical and entertaining demonstration of what art appreciation meant to them. The art room was full of busy boys and girls making costumes of crepe paper. They measured and cut and pinned and sewed in most efficient style, costuming each other in smocks and caps of either a definite hue or a cool or warm gray.

As the play developed the children removed the ugly pictures and pulled down the figured wall covering revealing a quiet neutral-colored wall. The room was transformed through the elimination of the ornate and objectionable details, the orderly arrangement of the suitable pieces, and the addition of a few class problems—a stenciled wall hanging, a parchment lamp shade, and a wonderful arrangement of zinnias in a low bowl. This little play was not only colorful and amusing but eminently practical. As I walked out with the audience I listened with interest to their comments. "The play was sweet and instructive and I'm going right home and rearrange our things," said one mother and her remark was typical. The trouble with many art courses is that the problems are abstractions and show no application to the needs of daily life. When our students finally realize the universal application of the art principles presented in the class room, the teaching of art will be justified.



Glazed Terra Cotta Jardinières Designed and Made by Students of
the California School of Arts and Crafts

SOME IMPRESSIONS OF EUROPEAN ART*

DORIS BARR, Rome, Italy

The Louvre in Paris

THE immensity of the Louvre amazed me. The "Winged Victory of Samothrace" is placed in a commanding position at the head of a long flight of stairs and it gives one a thrill to first glimpse this in the original, although one really gets an excellent idea of it from the reproductions. Da Vinci's "Mona Lisa" was a much smaller picture than I had thought it to be. There is something indescribably mysterious about her smile and the coloring is very lovely.

The "Venus de Milo" is beautifully placed in a room by itself. This room is at the end of a long corridor so that you first see the statue from a great distance. While reproductions of the "Winged Victory" seem very like it, none of the reproductions of the "Venus de Milo" seem to do it justice. It is indeed a statue of marvellous grace and beautiful lines. We sat in various chairs placed there for worshippers and studied the statue from every angle.

Sainte Chapelle

This beautiful church was built by Saint Louis to hold the Crown of Thorns. The church is perfect and almost unearthly in its beauty. Stained glass windows appeal to me greatly so the Chapelle Haute thrilled me as the walls are entirely of stained glass of the most beautiful colors imaginable. Their radiance was dazzling. At the end of the chapel is a wonderful rose window built by Chas. VII.

The Pantheon

The Pantheon is my favorite public building in Paris. It is so spacious and dignified and the paintings and frescoes are all so interesting. It seems like taking a fascinating course in history to study them for they are all of historical subjects. The series of Jeanne D'Arc were my favorites. They show her as a country maid, riding with her soldiers, attacking a town helped by the English and the last depicts her death at the stake.

The Academy in Venice

In the Academy were many beautiful paintings by the Venetian masters. My favorites were by Veronese and Tintoretto. The beautiful coloring, the figures and groupings of these two artists were wonderful. A Veronese "Supper in the House of Levi" was a beautiful painting covering an entire wall. The coloring

was vivid and one felt that he could walk into the picture and join the banqueting nobles. The picture had unusual balance.

The Doge's Palace

The rooms in the Doge's palace are grand and spacious with very ornate ceilings of carved and gilded wood. We ascended the Giants' Staircase with its statues of Mars and Neptune and its beautiful mosaics. These golden stairs were certainly gorgeous. In the Hall of the Four Doors was a Titian, "The Doge Gramani Kneeling before Faith," and in a smaller vestibule the famous "Rape of Europa" by Veronese.

The Hall of the Grand Council is the largest and most splendid room. In frescoes around the room are portraits of all the Doges in order. Where that of Falliero would have appeared, there is a black space. He was beheaded for treason to the republic. At the end of the room is Tintoretto's "Glory of Paradise," the largest canvas in Europe, representing six years of work by Tintoretto and his son.

Dante's Tomb at Ravenna

The interior in its dignified simplicity is very beautiful. The floor and walls are formed of a variety of marbles given by Italy, Belgium, the Orient and other nations. The bas relief of Dante turning the pages of a book is a gem in marble. Before the tomb a lamp, a most beautiful thing in dull lovely colors, is kept burning at all times. One truly feels that he is at a shrine. It alone was worth the trip to Ravenna.

Uffizi Gallery, Florence

The grim stone buildings of Florence are extremely interesting and it is easy to visualize the Medici family and the turbulent history of Florence from the days of old Cosimo, who is buried in San Lorenzo to Savonarola, who was burned in the Piazza della Signoria.

The Medici are everywhere in evidence here and in the famous pictures of the Uffizi Gallery one sees their portraits introduced even into religious representations of Adorations or Nativities. Savonarola is a dominant figure also but to me it is the Medici who are most outstanding.

The Uffizi Gallery is the most wonderful I have yet visited, for each picture here seems perfect. There are really none that you can dismiss with a glance. Just a few of the beauti-

*Excerpts from letters.

ful canvases were "Madonna of the Magnificat," Botticelli. "Adoration of the Magi," Botticelli; "Madonna Adoring," Fillippino Lippi; "Adoration of the Magi," Leonardo de Vince, and "San Giacomo," Andrea del Sarto. Lippo Lippi's Madonnas are so appealing and softly beautiful, Andrea del Sarto's so serene and spiritual, while Botticelli's seem rather sentimentally lovely.

Michaelangelo's Sanctuary

It was like going to a shrine to descend to Michaelangelo's classical white sanctuary. To me it is the most perfect spot in all Florence. Michaelangelo's figure of Lorenzo and the gigantic almost superhuman figures of Night and Day, Twilight and Dawn, hold one enraptured. They are most powerful and breathe of weariness and disillusion, of force and life. Especially do the eyes of the woman representing Twilight seem weary as she looks forward to the new day. The face of the man giant Day is not really finished, but it seems to suggest, if anything, more of power and relentless force for this reason.

I stood in reverence before Michaelangelo's Madonna with her energetic dynamic Child. Her eyes seem to look forward to all the sadness which was to come. These old masters were so versatile. Seemingly they could turn their hands to almost any art and in each excel whether as painter, sculptor or architect.

Church of Santa Croce

The Church of Santa Croce is the Westminster Abbey of Florence. Alfieri, the dramatist; Cherubini and Rossini, musicians; Michaelangelo, Galileo and many other famous men are buried here. Michaelangelo's tomb is in baroque style and is as ornate as Varese could make it. How the great master would have hated it!

A great monument to Dante is scathingly described by Ruskin as "Masses of weeping figures, sprawling over a marble tomb before an impossible statue of Dante." Giotto's frescoes of St. Francis and of John the Baptist were the most interesting things in the Church. Especially interesting is his fresco picturing the dance of Salome. She is holding the head of John the Baptist before the king while a quaint little musician plays energetically on a lute and the court looks on.

Pitti Palace

In the Pitti Palace the pictures are badly crowded, in this respect comparing most unfavorably with the Uffizi Gallery. Of course I stood for a long while, a devout worshipper, before my favorite Madonna, Raphael's "Madonna of the Chair." He has also here an earlier Madonna, but the later one exhibits more depth and feeling, more of life and of the human element. The Madonna is not so remotely spiritual as in the earlier but is withal an exquisite one.

The Cathedral of Assisi

In the Cathedral we were shown the small stone chapel under the church where St. Francis, after whom our own San Francisco was named, came often to pray before addressing the people. The original statue of St. Francis is in the church. This beautiful marble is by Dupre and there is also one by his daughter of Santa Clara.

Franciscan Monastery

In this monastery of the Franciscans, it is the Church of St. Francis that holds the attention, through the interest of this structure of two churches, one built above the other and because of the beautiful frescoes. The lower church is dark and mysterious. When we visited it, monks were chanting, adding to the mystery and chill of the atmosphere. The frescoes are dim and hard to discern. The most interesting were Giotto's representing Poverty, Chastity and Obedience, and all symbolic. On ascending by many steps to the upper church we found a great contrast, it being brilliant and gay. Frescoes are everywhere, completely covering the walls with bright and cheerful colors.

The Giotto frescoes tell the entire life story of St. Francis. They show the saint giving his cloak to a beggar, renouncing his right to his inheritance, driving the evil spirits from Assisi, his death and Saint Clare and her companions weeping over his body and many others. A very interesting incident showed the saint raising a woman from the dead in order that she might make a confession. A quaint reason!

We have just reached historic Rome, but that is another story.

CALIFORNIA EDUCATIONAL MEETINGS

A Great Season
VAUGHAN MacCAUGHEY

SOME folks make fun of teachers' conventions. Some folks raise their eyebrows knowingly. Some folks wink. Some cheer. Some get in and help.

The scornful and the unbelieving can soberly take to heart the tremendously successful California season of 1924. Throughout the state a notably excellent and constructively helpful series of teachers' gatherings have been held. From the remotest one-room schools to the great metropolitan centers, teachers of all grades and kinds have assembled for professional self-improvement, for renewed inspiration, and for a fresh vision of their monumental tasks.

Extended notices of these meetings were made in recent issues of the Sierra Educational News. The present article endeavors to summarize, as concisely as practicable, the sessions in Central California, in the Bay Region, and some of the Southern meetings. The Southern Section C. T. A., will be treated more fully in the next issue.

CENTRAL SECTION C. T. A.

FRESNO and Madera Counties and Fresno City held joint institute at Fresno, November 24-26. Meetings were also held in Bakersfield, Hanford, Merced and Visalia. Two thousand teachers were in attendance. At a meeting of the Fresno Federation, Parent-Teacher Association, Professor Harvey L. Eby delivered an address on "Home and society in conflict with education," and ably interpreted some of the social strains and turbulence of the present age.

The Central California Art Association held an important dinner-meeting at the Hotel Fresno. Floy Lewis of Fresno State College led the round-table discussion, in the kindergarten-primary group, concerning early childhood education. Agriculture commanded a large group; Mr. E. E. Trasher was chairman; R. E. Gilbert spoke on farm mechanics and methods. The charm of England, Scotland and Wales was depicted by Miss Hannah Bynon, to the art section; admirable exhibits were displayed, covering public school drawing and English posters.

Dr. Proctor, of Stanford, showed the guidance section the factors other than intelligence to be considered in counselling. Samples of

school music were rendered on all the larger programs of the convention. Dean Woods of Berkeley described the effects of invention upon civilization. The San Joaquin Spanish teachers had a section meeting, presided over by Mrs. Elide P. Eames of Fresno. Superintendent L. E. Chenoweth of Kern County, as President of the section, deserves much credit for a great meeting.

Amendment to Constitution

Amend Art. IV, Sec. 4, by striking out the first paragraph and inserting the following paragraph:

"Nominations for the offices of president, recording secretary and Central Section representatives to the California Council of Education shall be made by petition. *It shall be the duty of the Central Section Council to nominate not less than two candidates for each of the above offices. In making such nominations the Central Section Council shall endeavor to apportion the candidates among the various counties in proportion to their respective numbers of paid-up memberships in the California Teachers' Association. Other nominations may be made in the manner herein provided. Each petition must be signed by not less than fifteen qualified electors; it must show the name of the person nominated, the office for which he is a candidate, the name, address and the school position of the signer; it must also be filed with the recording secretary not later than two weeks before the first day of the general annual meeting.*"

Note: The italicized portions of the above paragraph contain the new provisions. This amendment was approved by the Council of the Central Section at Fresno, Monday a. m., Nov. 25, 1924. It was adopted Tuesday p. m., Nov. 25, 1924, by a unanimous vote of the Fresno and Madera members of the Central Section.

Kern County

C. C. Hill is vice-president of the Council of the Central Section, representing Kern County. Other members are: J. A. Joyce, R. C. Bowman, Mrs. Margaret McDonnell, J. H. Parker. The institute, held at Bakersfield, had an extensive program. Meals were served at the high school cafeteria. Section meetings were held daily, 9:15 to 11.

Dr. Cubberley spoke on the significance of

educational measurements, and on why education in America is different. Chico State Teachers' College people held a banquet. A reception and bonfire jinks was held at the Boy Scout Camp on Kern River, by the Kiwanis Club. The Campfire Girls sold candy. The Orpheus Male Quartet of Los Angeles appeared in a full evening's entertainment.

The instructors included: President Mark Keppel of the C. T. A., Dr. Willard Tidyman, Dr. Frederic Woellner, Mildred Moffett, Lucien Labaudt and Saidee Stork.

Kings County

Presiding officers at the sessions, held at Hanford Union High School Auditorium, were: M. L. Richmond, C. E. Denham, J. L. Neighbor, J. F. Graham, Willis W. Jones. "Literature is a great creative force in character building," declared Mrs. Cora Paine McKay of Oakland. Mr. Frank N. Thomas of Fresno discussed how to train pupils to study. Mr. L. E. Chenworth reported on the Washington, D. C. meeting of the N. E. A. Mrs. Clara Caldwell was in charge of a delightful and hospitable social evening.

President Mark Keppel, Superintendent of Los Angeles County Schools, made a masterly and illuminating address upon "The California Teachers' Association and Legislation." Mr. William John Cooper, Superintendent of Fresno Schools, spoke most constructively upon citizenship and upon personality.

The musical programs were of unusual excellence and charm, and called for repeated encores. Lemoore, Kings River, Hanford and Corcoran students were the participants.

Merced and Mariposa Counties

The Merced Union High School Auditorium was the meeting place of this joint institute, November 24-26. On the reception committee were Misses Marion Ramsey, Murial Carver, Elizabeth Lang, Louise Norvell, Margaret Sheehy, Margaret Thornton, Ruth Elliot.

Prominent speakers were Dr. F. B. Knight, professor of education, University of Iowa; Rev. John Gray Ross, Merced; Francis M. Fultz, Los Angeles naturalist; A. E. Clark, principal Dos Palos joint union high school. Superintendent Will C. Wood made several addresses. Miss Edna F. Barnes led the discussion of industrial arts, and Miss Aline Barrett Greenwood led a current events round table.

Tulare County

The Visalia Municipal Auditorium was the meeting place for the 55th annual session of Tulare County institute. J. E. Buckman pre-

sided; Miss Margaret Hanson was secretary of the general and grammar sections, Miss Clara Evers of the primary section, and Miss Anna Anderson, of the high school section. Some outstanding addresses were: Primary curriculum, Miss Clara E. Kaps; Czecho-Slovakia, Miss Madeline Veverka; Timbuctu, Professor David P. Barrows; American Legion, Captain S. N. Dancey; social science, Walter R. Hepner.

Assembly singing was led by Miss Ruth Smith, of Porterville and Miss Charlotte Anderson, of Visalia. The delegates to the Council of the Section were: C. E. Bigham, Mrs. Alice Mulcahy, Mrs. Gladys Stansfield, J. C. Haines, J. E. Buckman. H. C. Stadtmiller was chairman of the Committee on Resolutions.

BAY SECTION C. T. A.

THE 13th annual meeting was held in Oakland-San Francisco, December 15-18. Miss Mary F. Mooney, President, in her greetings, said: "Better knowledge of one another and one another's problems, stronger co-operation in our activities, renewed inspiration of our spirits, clearer vision of our ideals, and increased determination to promote the advancement of American education are objectives of this meeting."

The following institute districts were represented: Cities of Alameda, Berkeley, Modesto, Oakland, San Francisco and San Jose. Counties of Alameda, Contra Costa, Lake, Marin, Santa Clara, Sonoma, San Mateo and Stanislaus.

An elaborate, efficiently-organized, and highly successful program of some 300 items, 150 speakers, and 60 meetings, was enjoyed. A dominant note throughout the many addresses was the progressive adaptation of the school to the needs of our highly transitional modern life. The printed program occupied 52 pages.

"I believe in tests and I believe in cramming," said Dr. George D. Strayer, nationally known educational leader from Columbia University. "Tests and examinations diagnose what is wrong with the student. Cramming gives an ability for quick mind expansion under pressure. Neither test nor cramming assist the actual amount of learning. Tests should not contrast child with child, but the child of today against himself yesterday. For we must have movement. Give the child confidence in himself."

American Literature

"The works of American writers, authors and poets are more truly literature, the ex-

pression of spiritual America, than are the works of European writers." So spoke Will C. Wood, state superintendent of schools. "America will achieve immortality, not by tall buildings nor by universities even taller, as the one planned in Pittsburgh, but on account of the ideals embodied in American literature. Development, to be of the right kind, will not be of the right kind, will not be in the trappings of war, nor even the trappings of peace—not in the material things, but in the spiritual things of life." He deplored the present school textbook that deals too largely with the life of Europe, that contains almost exclusively the writings of European authors and excludes the literary efforts of American writers. The literature of American writers, based upon the frontier and historical facts of American progression and life, is far more worthy of space in an American textbook than the present contents. Quoting from the works of Joaquin Miller, his "Columbus," and from Mark Twain, "Roughing It," he asked if the present contents of the school textbook could be more truly classed as literature. The high school teachers' division was asked to take steps to urge the revision of the textbook in that American literature would be exemplified as literature rather than the European, thus giving the student better citizenship foundation.

The Shackles of the University

William J. Cooper, superintendent of Fresno schools, advocated that the methods of study in junior and senior high schools divorce themselves from the dictation of the universities. "The importance of the junior high schools is far greater than is universally recognized, due to the fact that the students of the junior high schools are passing through a transformation, emerging from the adolescent stage into full maturity.

"The boy and the girl emerge from the junior high school full-sexed, capable of reproducing their kind. The junior high school is the discovery laboratory of the entire school system. The student emerges either a moral boy or girl or an immoral one—there is no such a thing as an unsexed being, and there is no intermediate section between morality and immorality.

"I urge a revision of the present methods and choice of study in the junior and senior high schools, divorced from the methods of present day in following the dictates of the universities.

"The line of difficulty should be followed in

study and the course of study as presented to the high school student rearranged to suit the basis of interest of children—not the requirements of a university." Full indorsement of the plan as outlined by Cooper was made in unanimous vote.

The Bay Section officers are: Roy W. Cloud, president; May C. Wade, vice-president; E. G. Gridley, secretary and treasurer. For members of the Executive Committee: Miss Elizabeth Sherman, Mr. John F. Brady. The following persons were chosen as representatives on the State Council of Education: For terms expiring 1927, Walter L. Bachrodt, San Jose; Jeannette Barrow, Berkeley; Ethelind Bonney, Stockton; A. S. Colton, Oakland; W. T. Helms, Richmond; Eva Holmes, Napa; Fred M. Hunter, Oakland; Mary F. Mooney, San Francisco. Since Roy W. Cloud was elected president, he resigned as representative from his county, and Wade F. Thomas was elected to take his place, the term expiring December 31, 1925.

Digest of Resolutions: Child Labor

A vigorous statement on the Child Labor bill was adopted, reading in part as follows:

An active campaign is at present being waged against the ratification of the proposed Child Labor Amendment to the Constitution of the United States. This campaign is being liberally financed and promoted by selfish and reactionary interests whose purpose is to reap large profits from the exploitation of child labor in many of our states.

There are at present approximately two million children now being exploited by these same interests, thus denying them an American opportunity for an education and their right to live happy useful lives. Such a policy is wholly un-American in depriving millions of our youth of their inalienable rights, and wholly subversive of the welfare of our country and the general public good in that it tends to hold the standard of living and of American citizenship at a low level.

We unqualifiedly endorse the proposed Child Labor amendment to the Constitution of the United States, and pledge ourselves to support it in *every possible way* until it shall have been adopted and made operative throughout the United States of America.

Education Bill

There is vital need that the teaching forces of California and of the United States present a united and unbroken front in support of our state and national school programs. This as-

sociation has many times approved of our national program in education in advocating the abolition of illiteracy, the thorough Americanization of our entire population, a universal plan for the improvement of the training of teachers, the equalization of educational opportunity everywhere throughout our country, and has adopted overwhelmingly resolutions of support of national legislation to promote these ends.

The Bay section of the California Teachers' Association reaffirms its support of the Education Bill now before Congress and will use every endeavor to bring about the successful enactment of this great measure proposed by the National Education Association which concretely represents the purposes of the American program in education.

Eighteen Years or Fourteen

Certain critics of the Public School System have been suggesting that California schools, in offering education to all children under the age of eighteen years, are extravagant and wasteful of public money. These same critics definitely suggest that education for the masses stop at the age of fourteen, and that all secondary and higher education should only be for the select few.

We reassert our belief in the fact that America is a Democracy, and that a Democracy means equality of opportunity. We believe that all children up to the age of eighteen years are entitled to this equality of opportunity. We further assert our ability to demonstrate and prove that education is not costly and extravagant, but that money spent for education is real economy because money so spent lessens the amount of money that must be spent for the rehabilitation of the unfit.

CENTRAL COAST SECTION, C. T. A.

NUMEROUS auxiliary agencies were represented at this inspiring convention, including: County Library, Junior Red Cross, nursing service, parent-teacher associations, boys and girls agricultural clubs. Brief separate institutes were held by Monterey, San Benito, San Luis Obispo, and Santa Cruz Counties. Among the speakers were: Professor Dwight E. Watkins, Frank W. Allen, Florence M. Hale, Will C. Wood, Professor John C. Almack, Bonnie E. Mellinger, Elnora E. Thompson, Professor Etta Shoninger, Professor R. G. Gettell, George E. Freeland.

Headquarters were at the Casa Del Rey Hotel; the morning sessions were held at the

high school; afternoon and evening sessions at the Casino. Sixteen groups and round-table sessions were held, covering special subjects. These were well attended and full of lively and helpful discussion. The convention was generally voted to be "the best ever" by the thousand teachers in attendance. The instructional periods, arranged in co-operation with the University of California Extension Division, Stanford University, and State Colleges, was particularly helpful.

Resolutions

Many important and forward-looking resolutions were passed. Enactment of laws covering the following points was recommended:

Recodification

Recodification of the school laws of the state and a simplification thereof, with a removal of conflicting and contradictory provisions. We note particularly, the need of a careful classification of school districts and the simplification of the teacher certification laws.

Additional Funds

All laws based upon the new educational poll tax amendment to the state constitution should recognize the intent of the voters to help public education by providing additional funds for the benefit of the public schools over and above the present state aid of \$30 per child in average daily attendance.

Course of Study

The amendment of Section 1665 of the Political Code to make it possible, under proper safeguards set by the legislature for county and city boards of education to establish courses of study based upon the fundamental objectives of education rather than upon arbitrary and increasing list of subjects. At the present time there are so many subjects required by law that some are either neglected or poorly done in the time allowed. Such objectives as good citizenship, health, morality, and a command of the fundamental processes of learning should be set up positively and clearly. Then every subject should be directed to those ends.

Permissive Laws

Permissive laws should encourage the adoption by local school districts of a wider unit of educational control. This extension should be based upon union high school districts or other logical geographical areas.

Parental Home Studies

Boards of Supervisors should be authorized and required to provide money from the county general fund for the support and maintenance

of Parental-Home schools necessary to the aid and education of juvenile delinquents not yet habituated in wrong doing.

Cafeterias, Etc.

Boards of Education should be authorized to provide for cafeterias, teacherages and dormitories.

Legal Status, Seventh and Eighth Grades

Seventh and eighth grades junior high school pupils should be given the legal status of high school pupils.

Registration of Minors

The present inadequate registration of minors law should be repealed and an adequate law substituted therefor.

Child Labor

We emphatically endorse the Child Labor amendment to the National Constitution.

Classroom Teacher Representation

A forward step has been taken in a more democratic representation on the Executive Board, as provided by the following resolution, which was passed:

That the executive committee be requested to prepare and present at the next annual meeting of this body an amendment to Article VI, Section 1, of our constitution. Instead of "and one member from each county of the section"—it should be amended to read, "and four members from each county of the section as follows: One rural elementary classroom teacher, one city elementary classroom teacher, one high school classroom teacher and one member elected at large." The council representatives of this section of the C. T. A. shall be ex-officio members of the executive committee. It is further recommended that the spirit of this resolution be carried out by regular appointment this year of advisory members of the executive committee.

Officers

The new officers are: President, R. L. Bird; vice-president, Karl F. Adams; treasurer, J. H. Graves; secretary, T. S. McQuiddy; for council representative, 1924-26, Cecil M. Davis. The next convention probably will be held at San Luis Obispo, and at the same approximate dates as this year.

Notable features of the Central Coast meeting were the superior musical programs, effective organization of instructional periods, unusually good lecture talent, and whole-hearted participation in the studies and discussions by the entire teaching body. The Central Coast Section is rapidly moving to the front rank in its convention programs, and 1925 will find it

difficult to improve upon the high quality of the 1924 session.

COUNTY MEETINGS

Sacramento County and City

"THE Race between education and catastrophe" was Dr. Stanley Rypins' theme, taken from the world-wide words of H. G. Wells. Mr. H. B. Wilson, superintendent of the Berkeley schools, talked upon objectives of modern education, and upon answering the critics of the schools. His messages were clear, forceful, and received with keen attention. As usual, William John Cooper, superintendent of the Fresno schools, was well received in his discussion of "The Development of Human Personality." Dean W. W. Kemp added much to the value of the meeting through his discussion of the new types of schools and curricula. W. H. Hanlon, Contra Costa County superintendent of Schools, lectured on the vital school, and on measurements. Mrs. Charlotte B. Madeley discussed primary reading. City Superintendent Chas. C. Hughes and County Superintendent R. E. Golway capably managed the institute as a whole.

The musical program was very good. Notable was the Sacramento Music Teachers' Ensemble, comprising: Franz Dicks, director; first violins, Franz Dicks, Fred Kirsten, Katharina Smith; second violins, Eleanor Travis, Irene Moore; violas, Isabel Traynor, Bertha Stever; cello, Mary Lewis; flute, Wolfram Schmedding; clarinets, E. W. Unash, H. F. Clarke; piano, Beatrice Joensen; harp, Helen Reynolds; organ, Maurice K. Smith; tympani, Henrietta Theiss.

Nevada County

"Tune in" was the modernistic motto of this institute, which was held at Grass Valley. Among the instructors were: Roy W. Cloud, Mrs. E. A. Spozio, Mrs. Anna V. Dorris, Miss Dorothy Dykes, R. J. Werner, Miss Lottliellen Johnson, Dr. J. V. Breitwieser. A series of round table discussions of special subjects was an important feature of the closing session of the high school section. James Roy Franklin, J. S. Hennessy, Elmo C. Eby, John G. Curtis, and Floyd W. Farley were chairmen of the several sessions. A pleasing school art exhibit was held in Columbus building. Mrs. Ella M. Austen, County Superintendent, merits praise for the excellent sessions.

Ventura County

The school people of Ventura County assembled at Fillmore Union High School, No-

vember 24-26. County Superintendent Blanche T. Reynolds was president ex-officio. Among the speakers were: Dr. LeRoy Stockton, Dr. Miriam Van Waters, Mrs. Jabe McKeem, Fred Meyer, Dr. William Conger Morgan, Rev. William E. Patrick. Miss Rudkin and class presented a Spanish play before the high school section. Miss Penderly led the organization of the Ventura County Unit, Interscholastic Physical Education Association.

Fifteen section meetings were held, covering the various special activities of the school program. The closing general session was of a patriotic nature, devoted to the American Flag and the American Legion.

Resolutions were passed, covering: Repeal of present registration law and enactment of new legislation adequately providing for registration of minors; return to the fundamentals in the curriculum; Labor Day should be a school holiday; school should be held on Ad-

mission Day; present law requiring schools to advertise on any purchases over \$200, be amended to read \$500. Claude L. Reeves was chairman of the Resolutions Committee.

Los Angeles County

Under the expert direction of Superintendent Mark Keppel, a high-grade and stimulating series of institutes was held throughout Los Angeles County, November 17 to 21. The centers were: Burbank, Glendale, Inglewood, Redondo, Venice, Downey, Excelsior, Compton, Huntington Park, Watts, Bonita, Claremont, Covina, El Monte, Puente, Citrus, Monrovia, Montebello, South Pasadena, Whittier, Antelope Valley and Saugus.

The speakers were L. E. Chenoweth, William J. Cooper, Frederick Monsen, E. C. Moore, and H. B. Wilson. A strong, modern, and eminently constructive program was presented to the teachers of the county.

RADIO AND EDUCATION*

JAMES A. RAMSEY

Pacific Coast Manager, Radio Department, Pacific States Electric Co., San Francisco

EVEN without any deliberate attempt to use radio as a means of education, it is bound to be one of the great educational forces of the future. The advancement of civilization has depended to a large extent upon the development of rapid means of communication and dissemination of knowledge, such as the printing press, modern transportation facilities, the telegraph and the telephone. All of these agencies are slow when compared to radio transmission.

The high-frequency radio wave travels with the speed of light, 186,000 miles per second. If I were speaking into a microphone, those "listening in" a thousand miles away would hear each word sooner than you do, for sound travels at a relatively slow rate of 12 miles a minute. The electric waves carry the impulses the thousand miles in a mere fraction of the time it takes for the sound waves to travel across this room.

Radio is also the most flexible means of communication discovered and developed by man. It reaches out in all directions and overcomes obstacles otherwise unsurmountable. It goes through wood, glass, or stone, and reaches the farthest and most impassable mountains, deserts, waters and wastes of snow and ice. It is not fundamentally dependent upon wires which may be injured or destroyed and will therefore make our "national and international com-

munications independent of the accidents of peace or the exigencies of war."

As an educational and civilizing influence, radio is more than the most speedy and flexible means of communication. It brings instantly to the listener, music, entertainment, culture, instructive lectures, and the spoken messages of great men in public life.

The first broadcast programs, naturally enough, were chiefly music. By degrees, news items crept in, crop reports, talks by leading authorities, poetry, and finally the highly successful presentation of operas and plays.

Radio and Politics

This year has seen two new developments in the use of radio. First, radio as a political force. A vast "forum of the air" is being created, as the recent political campaign demonstrated. Actually millions throughout the Eastern part of the United States sat up until the "wee small hours" and listened to the proceedings of the great national conventions. We in the West, were given the opportunity of hearing President Coolidge speak. Many of us were far better prepared for ballot duty this time than ever before, because we would never have read long detailed printed arguments, but we did listen to the pros and cons given over the radio.

In the last issue of "Wireless Age," such

*Address before Central Section, C. T. A.

men as Hubert Work, Senator Wadsworth, Secretary Mellon, Secretary Davis and others wrote on the effects of radio in politics. They all expressed the belief that campaign orators, who in the past have depended upon gestures, facial expressions and verbose denunciation of opponents while addressing only enthusiastic mobs of the same political complexion, will now find it necessary to confine themselves to *facts* and to be *brief* and *logical* if they hope to sway the cool judgment of the great radio audience listening in the quiet of their own homes.

Radio and Teaching

The second great development of this year is the deliberate attempt to use radio as an educational force. Educational programs for reception outside the classroom and chiefly for the benefit of adults, have been in progress for some time. Station KGO of Oakland has been devoting Monday evenings to educational material. The programs consist of five twenty-minute talks on agriculture, economics, English, Spanish and book reviews.

Washington State College at Pullman, is broadcasting its extension courses over its own station KFAE.

New York University with the co-operation of station WJZ, operated by the Radio Corporation of America, created what is called the first "air college." The fall term began in October and consists of twenty-minute lectures on eight subjects to be broadcast every week-day evening. The "Radio Faculty" of the "Air College" is composed of leading figures in the educational world.

In the Common Schools

It seems that one of the first attempts to use radio in the common schools was made in England. Arthur R. Burrows, director of programs of the British Broadcasting Company wrote an article in the "Teachers' World," London, January, 1924, in which he pointed out that there are very few schools, public or private, which can afford to hire great authorities to give lectures on their various fields of work, but if all the schools were equipped with receiving sets the lectures could be given by radio to all simultaneously. According to the Journal of the National Educational Association, Mr. Burrows' plan was put into practical operation on April 4, 1924, when lessons in music were given by Sir Walford Davies to an invisible audience of ten thousand children in the London schools.

A few weeks later the public schools of Oak-

land, California, began a series of experiments in class room instruction by radio under the direction of Dr. Virgil E. Dickson, deputy superintendent of schools, who has written excellent accounts of the work for the Sierra Educational News and for the Journal of the N.E.A. The experiments were given with the co-operation of the General Electric Company's broadcasting station KGO, and consisted of lessons in music, geography, history, arithmetic, penmanship and physical culture. The reports indicated that the lessons in arithmetic and penmanship were the most popular.

Dr. Dickson and Mr. H. M. Milholland, manager of KGO, are both very enthusiastic and are continuing the experiments, conducting thirty-minute lessons on Mondays and Thursdays at 10:40 a. m. Those who have receiving sets can tune in on KGO during those hours and judge for themselves.

Real Instruction

Dr. Dickson emphasized particularly that the work in Oakland was actual class-room instruction, in which the pupils are kept at work during the progress of the radio lessons and submit the product as tangible evidence of what has been accomplished. In this respect, it is different from all other known attempts at education by radio which consist chiefly of lecture work. He also stated emphatically that he did not believe the use of radio in the schools would in the least degree affect the number of teachers needed.

I will enumerate some of the results established by Dr. Dickson:

1. There is intense concentration on the part of the pupils who listen in.
2. The need for discipline seems almost negligible during the time of the radio lesson.
3. It offers better training of children in quick, thoughtful obedience to a single direction.
4. It can supplement classroom instruction through occasional lessons by the best supervisors and experts.
5. The most perfect planning may be expected for the lesson to be broadcast.
6. The training of radio instructors for planning and delivery will become a new art.
7. Schools in remote or inaccessible districts in the country may come in touch with the best supervision and methods of instruction.
8. Parents and other adult members of the community are intensely interested in the lessons taught in the schools and "listen in" from places outside the classroom.

Mrs. Stanley's Work

Another example of the use of radio in the public schools and one with which you are no doubt familiar is the work proceeding under the direction of Mrs. Grace Stanley, state commissioner of elementary education. It was begun in November and consists of a series of lectures on geography and history, given by various people of note every Monday morning at 9 o'clock from KGO, Oakland; KFI, Los Angeles, and KMJ at Fresno. Every school in California, which is equipped with an efficient receiving set, is able to "tune in" on these programs.

Proof of the interest of parents and the general public in the work of the schools is shown by the experience of some Eastern cities this year. Mr. Stephen C. Clement of the State Normal School, New York, has stated that Rochester received 100,000 replies from those who "listened in" to their program of Education Week, Buffalo received 50,000 replies in answer to a definitely organized program designed to make parents and others, understand the work and needs of the schools and give them the co-operation and support needed. This task, in the past, has been left to the Parent-Teacher associations, visitor's days, newspaper items, etc.

Parents Listen In

Many letters have been received by KGO from parents saying that for the first time they have been able to get an understanding of the work being done by their children so that they could keep up with their progress and be of assistance to them. Many mothers listen regularly to the lessons and study them in order to help their children in their work. For the first time in history an effective means of educating parents and others along with the children and of enlisting their assistance and sympathetic understanding, is now awaiting application.

One of the outstanding benefits of radio instruction in public schools is that it will be received by outsiders—the parents, who cannot come to school in person, due to home responsibilities or to reticence—and others, who perhaps have passed beyond the school age without completing their education and are backward about attending night schools or extension courses or do not do so for other reasons.

The ability of radio to reach *isolated* individuals and groups must appeal to everyone. Peo-

ple in the lonely homes of the prairies, mountains and deserts, in the logging camps, at the mines, on ships on the high seas, at army posts, with exploration parties in the frozen north, disabled people at home or in hospitals or sanitariums, are all in a receptive mood for education by way of radio. They need something to occupy their minds. It ought to be considered a responsibility by the educators of the country to make an organized effort to broadcast programs for the benefit of these people.

Equipment

Many of you no doubt have been considering the advisability of providing receiving sets for your schools and perhaps have hesitated to make the purchase, thinking that there will be radical changes in equipment. There is no doubt that there will be improvements from time to time, just as there are changes in models of automobiles from year to year. I believe, however, that no one should hesitate on that account, because satisfactory reception has already been accomplished. This is evidenced by the splendid performance of many fine sets on the market today.

Mr. David Sarnoff, vice-president of the Radio Corporation of America made in September, the following statement regarding changes in sets.

"I do not look for any immediate revolutionary developments in the receiving side of radio, but at the same time, I do not mean to imply that the present receiver has reached the point of perfection—far from it. There will be improvements, but, they will be improvements of *evolution* rather than *revolution*."

The greatest opportunity for the development of radio seems to lie, not in the direction of the *receiving* set, but in improvements of the transmitting end. There is a natural limit on the improvement of receiving sets, because the more sensitive you make them, the more they will amplify natural and "man made" *interference* as well as the desired signal. The best of the sets on the market today are already sufficiently sensitive. The amount of electric energy taken from the ether by a receiving antenna, is so small that it is often described as being a one millionth part of a fly power, and it rapidly diminishes as the distance from the broadcasting station is increased. In local reception, the energy received is sufficient to produce *loud* signals. You do not notice the crackling sound of the static,

or whatever the interference may be, since the *desired* sound is *strong* enough to obscure the undesired. But in *long distance* reception, the incoming energy is so infinitesimal that the signal is overwhelmed by the relatively greater strength of the "static." When you amplify the signal with a sensitive set, you also amplify the interference in the same proportion. The solution, therefore, is not in attempting to make more sensitive receivers than we now possess, but in *putting more energy behind the signal*.

Improved Broadcasting

Great advancements are being made in more effective broadcasting. Through a system of inter-connection by wire, the American Telephone and Telegraph Company links widely separated broadcasting stations together, so that the most distant ones can radiate national programs simultaneously. It was by means of this vast network, and the service of about 5,000 people and a host of stations, that the voice of President Coolidge was recently twice brought to the Pacific Coast.

Another line of development toward the same end is that of re-broadcasting by means of a system of interconnection by short-wave radio transmission, pioneered by the Westinghouse Electric and Manufacturing Company. This organization linked six stations together by short-wave radio transmission, in March, and broadcasted a public dinner program from New York that was heard simultaneously in England and California.

A third line of development heading in the same direction is that of *super-power broadcasting*, championed principally by the Radio Corporation of America. The idea of super-power broadcasting is to put sufficient energy behind the signal to drive it through the "static" for greater distances. Only a very few stations in the United States are using even 1,000 watts or one kilowatt, in broadcasting, while many are using only 500 watts. Some of these stations are now beginning to increase the power by steps of 500 watts each. The Radio Corporation of America has signified its willingness, upon the approval of the Department of Commerce, to proceed with the

construction of an experimental station near New York City which will use 50,000 watts, or 50 kilowatts—in other words, a station fifty times more powerful than our thousand-watt station, KGO. The Radio Corporation then plans to erect another station at some point where the limit of satisfactory transmission has been reached, and if necessary, still more super-power stations until effective transmission reaches the most isolated sections of the country. Super-power broadcasting has been tried out in England, a 25-kilowatt station having been erected near London. There is also a 20-kilowatt station in France, and several stations in Canada are using from 5 to 10 kilowatts.

There has been some fear that the super-power stations would cause serious interference, but it is not likely that such would be the case, inasmuch as they would all be located at some distance from the nearest cities. In this connection, I wish to quote again from David Sarnoff, the particular address from which this is taken, having been broadcast from KGO:

"The effect of location can best be illustrated by this fact: The broadcast station of the present 1-kilowatt type located within the city emits a signal more powerful in its neighborhood than a signal received in the same neighborhood from a station fifty times as powerful, located twenty-five to fifty miles from that city."

The Air Reservoir

You will realize that the air is becoming an increasingly greater reservoir from which can be obtained the culture of the world. We are sure to have frequent programs of a national character very soon, and it will not be long until international broadcasting will be an accomplished fact. Already, American voices have been heard in foreign lands across the seas and soon the accent of many foreign tongues will be coming to us through the ether. We are destined ere long to exchange thought and culture with the nations of the world by radio, and that will mean a greater force in civilization and a brighter hope for peace.

ARE YOU HELPING?

This is legislature year. The schools and school children of California need the intelligent help of every true citizen. Are you helping to build 100 per cent membership in the California Teachers' Association? Through united effort we can effectively assist the schools.

EXTRA-CURRICULAR ACTIVITIES IN A SCHOOL OF EDUCATION

FRANCIS M. BACON

School of Education, University of California

PROGRESS in social education is apparent in the public schools. More progress will be made when social organization aims to stimulate self-government and when teachers learn to carry on informal school activities in this light. Group activities in the school help to bring about social integration if properly handled. The common will, not self will, is the basic idea, and out of democracy "power, purpose, freedom, and service" develop. And it is one responsibility of Schools of Education to habituate those who are in professional training through the processes of social practice.

Extra-curricular activities have a place in every high school. Many elementary schools are providing opportunity for this phase of education, and wherever such provision is made, the problem becomes largely one of wise direction, that habituation may make possible social assimilation by participating experience. In contrast to the average school curriculum, extra-curricular interests are more likely to include the following of one's own desires, and participation is more frequently a matter of choice between many activities where flexibility rather than conformity obtains. Thus, the educative values of extra-curricular activities seem obvious, for they suggest many means of adjustment between the individual and the groups of which he is a part.

The Why of Extra-Curricular Training

In considering why departments of education and training schools for teachers should concern themselves with extra-curricular training, an outstanding problem is evident, that teachers and principals must secure the interest and intelligent co-operation of parents and other members of the community. This achievement depends in large measure upon the extent to which individuals are given an opportunity to share in social responsibilities during the period of professional training. In the development of the School of Education of the University of California, men and women are being given a chance to learn how to organize and direct activities, how to enlist the services of others in leadership and social responsibilities, and how to assume the obligations involved. Indeed, extra-curricular activities form a vital part of a plan of emphasizing

the desirability of a professional spirit which is social, a valuable asset in any vocation.

The recreation room is a special feature of Haviland Hall, a room set aside for informal activities, to serve as a social center for all students in the department and for teachers anywhere in the state. This room has been equipped by the students themselves to serve social needs—a quiet retreat for working committees, small professional and social gatherings, as well as a place where students may enjoy newspapers, professional journals, and current magazines. Since an opportunity for the exchange of ideas over the teacups is advantageous, an adjoining room has been set aside as a kitchen, which makes the recreation room more attractive and far more useful to administrators, supervisors, teachers, and students who desire to use the club room as a clearing house for social and professional purposes.

Education Clubs for Men and Women

As one phase of social training, the Education Clubs (one for men and one for women) form groups with professional objectives. Club organizations facilitate the general process of social integration. Values are gained, no doubt, by the technique of directing and taking part in such group activities, and the reactions of the members of the various committees of the clubs are useful in broadening the social perspectives of students who are entering the educational field. Hence, the determining of objectives and the means of their accomplishment should be as democratic as possible, for if each sees the other's viewpoint, the members of the group are more likely to work together. Intelligent consideration of any problem develops a common knowledge, common emotions, and an appreciation of policies which stimulate a common will. In short, if each member of the group is stimulated to think through a problem social adjustment is more vital and genuine.

The Clubs were responsible for the reception which was given on the evening of the dedication of Haviland Hall, March 25, 1924, and made themselves useful by furnishing ushers, extending courtesies throughout the building to guests, providing a program of speakers, serving punch, providing a musical program,

and directing people to the Berkeley School Exhibit.

The objectives of the Men's and Women's Education Clubs are:

1. To become a member of a professional organization.
2. To help promote fellowship among those interested in education.
3. To stimulate a professional and social attitude on the part of people who are about to go into a profession.
4. To take advantage of the opportunities to hear and meet speakers of note in the various fields of education.
5. To make the club room in Haviland Hall a social and recreational center.

The student body of the Department of education is represented by a clearing house committee made up of representatives from the above clubs (the president and a representative from each of the clubs), the representative of the Welfare Committee, the representative of the graduate organization. The Dean, and a faculty adviser are members of this committee which by the way is neither executive nor legislative, but serves informally to recommend to the department such activities as may be of a constructive nature in developing the Department of Education from the point of view of its extra-curricular policies. Through this committee, standards of social adjustment may be determined by the student body co-operating with the faculty of the Department of Education.

Exhibits and Their Objectives

Exhibits and their objectives form another phase of extra-curricular interests in Haviland Hall, and the Exhibit Room is already serving as a center for exhibits of the public school systems of the State of California. It is the intention that school exhibits and art exhibits as well shall carry over the philosophy of culture which obtains in any vital educational system. The Exhibit Room will include collections of a character so diverse as to increase points of contact from artistic, scientific, and technical points of view.

The Berkeley Public Schools held the first exhibit in Haviland Hall in the spring of 1924. It was agreed by the committee in charge to organize materials in such a way as to show the types of work by which children are being trained in the public schools. With this object in view, the exhibit was arranged to show what is being done as to the achievement of each child in terms of social efficiency, expressed in terms of the seven cardinal principles, through charts and samples of work done by the children. Since May 5, the Oak-

land Public Schools have had in place a comprehensive exhibit developed largely in terms of the aims of the educational system of the City of Oakland.

The method of presenting exhibits before groups is significant. During the Summer Session the Oakland teachers furnished a demonstration twice a day to individuals or groups in the Exhibit Room at ten o'clock in the morning and three o'clock in the afternoon. Thus, it was possible to make the Oakland exhibit available not only to hundreds of teachers from all sections of the United States, but also to laymen and groups, including such organizations as the Public Spirit Club of Berkeley, Parent Teacher Association organizations, the District Parent Teacher Association Convention, and many groups of teachers.

It is the opinion of the committee that the exhibits have been useful:

1. To students of education in the University seeking knowledge of how the objectives of modern education serve as organizing factors in school work.
2. To the patrons and public at large who wish to understand the underlying philosophy of modern education. Twenty-five hundred people saw the Berkeley exhibit during a period of three and a half weeks, and over three thousand examined the Oakland display.
3. To teachers in the public schools of the State who wish to see objectified the underlying principles of the Berkeley and Oakland systems.
4. To children in the upper grades and in high schools who thus may be helped to see what communities and schools are putting forth in their behalf.

An attractive collection was that of the Art Honor Society of the Art Department of the University. This exhibit was made up of work done by students not only at the University of California, but also at Leland Stanford University. The Art Honor Society exhibit was in place from April 14 to April 21, and three hundred people studied the display.

An art exhibit under the direction of Professor Nahl of the Art Department of the University of California attracted wide attention. This exhibit was made possible through Professor Kenneth Saunders of the Pacific School of Religion, who kindly furnished his collection of Oriental art, supplemented by selections from the Armes collection and other private sources. This collection was witnessed by groups to whom special talks were given. Another exhibit was made possible through Monsieur Lavellard, who loaned his private collection of colored etchings.

The Drama Teachers' Association of California held its Fourth Annual Conference April 10, 11, and 12, 1924, in Haviland Hall, which included business meetings, exhibits, demonstrations, a review of recent books on the drama, programs of one-act plays, lighting and staging problems, a fine display of costumes, stage designings, model stages, scrapbook programs, playbills, and topics such as training of the speaking voice, the uses of marionettes in the schools and music in relation to drama.

Educative Influences of Extra-Curricular Activities

The educative influences of extra-curricular activities are not found in the mere statement of ideals. The solution of many problems in democracy is to be found in the laboratory of human experience. Democracy is not a mere dream, a vision; it is dynamic in proportion as it realizes itself in the processes of social participation. "Democracy is an attitude of mind," writes Professor J. K. Hart, "a keen sense of a particular type of human relationships, a willingness to face realities in a peculiar way, a breaking down of certain types of old, artificial barriers, and an opening of the whole world of humanity to new freedoms of personal participation in the goods of the world and new resources of social contact. Education for this sort of life demands knowledge, of course; but it demands more than knowledge. It demands a sense of direction; it demands a method."

A CARELESS BREAKFAST MEANS A LISTLESS PUPIL

BARBARA REID ROBSON

Home Economics Consultant, San Francisco

ARE you watching your pupil's health habits? When Jane droops before noon do you ask the reason? If John dashes for candy from the corner shop at the 1:30 recess do you inquire what his breakfast was? Don't leave all the health work to the nutrition expert, or the Home Economics and Physical Education teachers. They need your help in spreading the gospel of better food habits which, of course, means better breakfasts to start the day right.

Maybe you realize the need of such teachings, but how are you meeting the problem? In her nutrition article in the November Journal of Home Economics, Mary E. Bowen of Syracuse, N. Y., says: "So many children were coming to school with little or no break-

fast that the other first grade teachers decided to form an oatmeal club. Each row had a captain and took a record every morning of whether or not those in it had eaten their dishes of oatmeal. A row with a perfect record got a big gold star on the blackboard. This club proved to be one of the liveliest organizations in Auburn. Mothers were very grateful; one telephoned the principal, 'I have never been able to get my little girl to eat cereal since she was a baby, but now she actually enjoys it.'"

Why not start a better breakfast club? Under your guidance let the children set up the standard of a better breakfast. Of course, it should include a luscious fresh fruit in season and stewed fresh or dried fruit of variety. The kiddies need this bulky, body regulating food which contains minerals and vitamins so necessary to growth. A better breakfast should also contain a nourishing home cooked cereal. It may be oatmeal, rolled oats, wheat flakes, farina, cornmeal or even cracked wheat, hominy or rice on occasions. The prepared cereals may have a place in the diet, but the warm, mother-cooked cereal with occasionally raisins or dates and top milk fills the better breakfast need. Every growing child demands plenty of easily-digested energy-giving food to carry him through to lunch-time. Cereals supply this need most completely because of their high carbohydrate content. Milk, some authorities say a quart a day, should be included in every child's diet. But don't insist that he take milk as milk for breakfast. He may like it warmed with the addition of cocoa or chocolate. Complete the better breakfast with graham or whole wheat toast and occasionally muffins. Let crisp bacon, juicy ham or eggs properly cooked give variety to the menu.

Interest will never wane if you make your better breakfast campaign a competitive game managed entirely by the children. I know from experience at University High School, Oakland, what a clean apron campaign managed entirely by the girls meant to one food class. The little full-of-life miss who never had a clean apron was put in charge of the gold star rewards and she appeared ever afterward in a snowy white apron. It raised the morale of the class and the time wasted on discipline was profitably spent in food study. A soiled apron never again was the cause of Ann being given special cleaning-up duties or Jane being kept after school to wash and iron her aprons.

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

PRESIDENT'S MESSAGE MRS. HUGH BRADFORD

THE various city and county teachers' institutes held during the recent months have been attended not only by teachers but by many parents, mostly mothers. I believe it to be a good sign that mothers are listening to the inspirational and instructive lectures that are given to teachers. It indicates that there is a decided movement on the part of the parents to familiarize themselves with the newest and best in education, in order to better understand and cooperate with the schools.

Some addresses were full of good practical suggestions that were valuable to parents who serve best when they are home teachers. The value of mental tests is worthy of parents' careful attention. Too frequently parents expect a child of medium intelligence to be a brilliant creature, who exists, alas, in the parents' imagination! An I. Q. is not infallible, but merely an index. Vocational education does not mean to educate for manual work alone.

School Finances

Why should not parents be informed as to the financial needs, as well as the financial output of our schools?

Why shouldn't there be a section of each institution devoted to parents of school children?

Why shouldn't teachers and school administrators devote some period of their institute toward disseminating this information, not to their own professional group, but to those who are having their children educated?

Why don't programs in institutes (that are given, not only to aid teachers to teach properly, but to aid teachers to give full value of service to the children under their care) devote some time toward securing better school conditions by conference with parents? Some programs do—others never have done so.

Third District

Many efforts are made to help our children of foreign ancestry in various communities. Perhaps none is more interesting than that of the Oriental P. T. A.'s in Courtland and Isleton, Sacramento County. The children have their

separate Oriental schools and the teachers felt the need of the P. T. A.'s. The Isleton organization has been successfully conducted for some time; that of Courtland is newly started.

At Courtland there are 90 members. The principal, Mrs. Hardorn, is the president, while the Chinese and Japanese interpreters are the vice presidents. They deliver all school messages to those who do not speak English. In adopting their Constitution, they came to the question of dues. It is customary to have in most P. T. A.'s dues of fifty cents per year, but the dollar dues are a maximum. These Orientals thought five dollars a year was little enough. The cooperation is fine and the school is thriving under the new conditions.

Orangevale

A very successful affair was that of the dinner given by the Orangevale Federation to the parents and teachers of that community. The Third District Executive Board had its meeting previous to the dinner and the members remained for the dinner. More than 350 were served by Orangevale ladies. The program was given in the club rooms by the various sections represented in the federation.

Mrs. O. P. Cole, the president of the federation, was hostess. Mrs. John Filpin, president of the district, spoke warmly of the splendid cooperation of the communities. Mrs. Hugh Bradford spoke on the value of federation; the musical numbers were beautifully and enthusiastically encored.

Suisun Meeting

The meeting of the Third District was held in Suisun in November. The opening of the meeting was an evening affair. Superintendent Cave presided very genially and introduced the speakers—Mr. W. C. Wood, Mrs. John Gilpin and Mrs. J. H. Brophy, the local Federation president. The next day was devoted to reports and instruction.

Near East Relief

The State President recently issued a letter to all associations asking for cooperation in

(Continued on Page 55)

THE ARTS AND CRAFTS

A National Symposium

BERKELEY.—"The fact that one appreciates is due to the nervous mechanism, what one appreciates depends upon what one learns to like." The aim of our work in Art Education is to develop intelligent appreciation by guiding children's natural interests and activities.

The outstanding feature of our work with young children, whose natural tendencies are to do creative hand work, is to guide their art expression in this type of activity. Through observing, selecting and creating beauty in the use of line or form, tone, and color in any medium, children increasingly and consciously gain appreciation and skill. Through such experiences as making pottery, books, useful designs, stage models, they develop higher ideals of beauty in school, home and community. This is illustrated by a recent experience of one of our sixth grades. When the class was studying Greece, the children particularly enjoyed pictures of beautiful Greek vases. Because they had, during the previous term, made and glazed tea tiles, their interest in pottery, coupled with the joy of seeing these pictures, inspired them to mold forms of their own. They definitely worked to create beautiful shapes and to learn the new technique involved in the making of a "built-up" piece of pottery. Higher ideals of art in the home and better appreciation of the need of art in the industries were the outcomes of this particular project.

In Junior and Senior High Schools, the work is naturally more specialized. Courses in Free-hand Drawing, Basketry, Costume Design, Home Decoration, Commercial Design, and Stage Craft are given at the present time.

ZINIE H. KIDDER,
Supervisor Art Education.

BOSTON.—Art and Manual Training in Boston being united in the Department of Manual Arts, the techniques of the various crafts and trades are generously provided for in the special manual training and shop courses so that art education is free to emphasize the study of order and beauty as a basis of creative thought and refined, intelligent enjoyment. Art influences all other studies by correlation but reserves its small allotment of time to a very definite program of aesthetic experiences which may be briefly outlined under four headings as follows:

1. Elements of beauty, a study of the fundamental dots, lines and shapes of geometry and the six standard colors with variations of value, hue and intensity. These are introduced one at a time, their characteristics noted and a search made in nature and art for similar shapes or tones. Art is understood to include all that man does, especially that which he does well. The circle, square, triangle, black, white, red, orange, yellow, etc., become the familiar keys by which

complex phenomena may be analyzed and understood.

2. Laws of order. Given a few elements, the pupils are led to discover the fundamental laws by which nature organizes similar elements in the mineral, plant and animal world with beautiful results. They find that REPETITION or doing the same thing again and again is the basis of harmony and unity. With ALTERATION it produces rhythm and the effect of accent. BALANCE equalizes opposing forces, bringing contrasts together in equilibrium, producing effects of rest and poise in the midst of differences. Pupils find that PROGRESSION is the law of orderly change as seen in growth and graceful motion producing charming sequences of increasing or decreasing sizes, lengths, numbers and intervals, subtle movements from light to dark or transitions of one color to another.
3. Creative thought and work.
 - A. With each new element they experiment on paper with crayon or watercolor, trying to exhaust the possibilities of orderly arrangement, thus exploring the field of creative design as the race has delighted to do since the first patterns were invented.
 - B. Upon the same elements and laws they base their progress in representation, learning to express their pictorial ideas through an understanding of things which they see and wish to use in imaginative pictures.
4. Appreciation of beauty.

The most practical application of this knowledge comes through the broadest possible enjoyment and study of the phenomena of beauty in nature and art. (Where the objects themselves are not obtainable, pictures are used.) Collections of shells, stones, mounted butterflies and birds, plants, seeds and fruits and even the children themselves offer examples from nature, while they find, classify and copy examples of order in bits of embroidery and patterns on their school dresses, the teacher's necklace, the school building, their homes, the buildings of the neighborhood and finally the great museums of Nature and Art which the city offers to its children. In the country Nature is abundant but in the city Art is the greatest source of aesthetic pleasure. Education must not leave children blind to the beauty, both real and possible, in our cities.

We value the surprisingly good results on paper as indications of the children's steadily increasing power to understand, create and enjoy beauty.

HELEN E. CLEAVES,
Head of Art Dept., Teachers' College of the
City of Boston.

DENVER.—Groups of pupils in the senior high schools of Denver have undertaken to show the pupils of the junior high schools the delightful possibilities of art study beyond the ninth grade. One such group recently presented to a ninth grade class an account of the work done in a senior high school in which unusually close correlation of art and manual training is possible. These pupils used, to illustrate their talk, objects made in the manual training department from designs made in the art department; they also showed tied-and-dyed scarfs, lamp shades, life-drawing, still-life drawings in pastel, and designs for interior decoration. Many stage settings are designed in the art department and built by manual training pupils, while the art pupils design and make costumes for plays and pageants. The senior course in art for dramatics includes careful study of "make-up" for the stage.

One of the most interesting phases of art study in the junior high schools is the work in book binding and clay modeling, and in metal. Several of the junior high school buildings are so equipped that it is possible to require a six-weeks' period of clay modeling for each pupil in the seventh grade and a similar period of book binding for each eighth grade pupil; metal work may be elected for one semester in the ninth grade. Careful organization and choice of problems make it possible for pupils to do creditable work at very slight expense for materials. The aim of the work in the crafts is not to produce accomplished craftsmen but to develop appreciation of fine design and craftsmanship and to stimulate interest in beautiful books, pottery and objects made of metal. The appeal of the crafts is demonstrated by the large number of pupils who elect metal work in the ninth grade.

MARIE L. WOODSON,
Director, Art Education.

DES MOINES.—In the Des Moines Public Schools art is taught from Kindergarten days through the High School and the application of art principles in room arrangement, picture hanging, arrangement of bulletins, etc., is stressed throughout. In primary grades the hand work and drawing is based upon the children's experiences and interests and much freedom of expression is encouraged. The fine and industrial arts in intermediate grades is taught by departmental teachers who have had some special training in the subject.

The projects, which grow out of the subject matter of history, geography, literature, and some of the basic industries, call for much drawing, design and construction. The stress is upon information and investigation rather than skill in these grades.

The Junior High Schools give courses in drawing, design, color, applied art, and picture study. These courses aim to give pupils an appreciation and better understanding of the elements of beauty in relation to the home and surroundings and to set up standards for choices involving color, form, arrangement, appropriateness, etc.

An interesting feature of the Des Moines

Schools is the carefully planned equipment for art rooms in elementary as well as Junior and Senior High Schools. This includes industrial arts desks planned for wood work and crafts as well as for drawing, claybins, wet locker, gas plate, and plenty of carefully planned storage.

ESTELLE HAYDEN,
Director of Art.

DETROIT.—The Detroit plan aims to serve the entire student body, i. e., those students who desire to find expression in the practice of art and those who in modern speech may be called consumers. For the latter, all schools offer courses in art history and appreciation to fit one to use and enjoy the beauty others have created as, beauty related to the elemental needs of society in the material environment of life, and acquaintance with the great paintings, sculpture and architecture of the world as a source of enjoyment and background for history, literature, and music.

All schools offer basic courses in free hand drawing and art structure. More specialized courses are offered to meet the demands of students in the several localities. For instance, one high school is doing notable work in pottery, including experimentation with the chemistry of glazes and firing. This school is accumulating a collection of American and European pottery.

Another high school offers work in occupational therapy of exceptional quality. Students are required to take basic courses in art structure and history. Crafts offered include work in knitting, knotting, basketry, stitching, canvas work, hand weaving, color dyeing, metal, jewelry, wood work, carving, and block printing.

In all high schools, fashion drawing, interior decoration, and commercial art are so organized that students are prepared to fill positions with local plants and merchants. Stage craft students produce stage settings and accessories for school plays.

ALICE VIOLA GUYSI,
Supervisor of Art.

INDIANAPOLIS.—Our Art Institute, which is free to teachers and pupils at all times, gives weekly lectures planned especially for school people, and courses in art at half rates to teachers. It also conducts free scholarship classes on Saturdays throughout the year for about 175 specially selected pupils from the seventh and eighth grades and high schools. High school credit is granted for this work.

The principal department and home furnishing stores of the city let us use their stores as museums, welcoming groups of children to study and sketch furniture, wall paper, draperies, rugs, etc., in connection with their study of the selection and arrangement of home furnishings, and gladly assign some one to talk to or assist the classes in any way possible.

The merchants tell us they cannot sell now the bad designs in rugs, wall paper, etc., they used to carry, and give the credit for this change to the art training received in the schools.

FLORENCE H. FITCH,
Director Art Instruction.

NEW YORK STATE.—In the intermediate or junior high school, which usually comprises grades 7, 8 and 9, pupils should be given an opportunity to elect subjects best suited to their inclinations and capacities. Certain subjects, however, are fundamental and should be required of all. Among these subjects are English, history, science, art, mathematics and music.

As regards vocational and educational guidance, art must be studied not only as it relates to painting and sculpture, but especially as it is made use of in advertising, costume, jewelry, printing and publishing, furniture, wall paper, textiles, architecture, and the decoration of interiors, in order that the pupils may become acquainted with the opportunities offered in the so-called "art industries" for profitable and pleasurable employment.

Appreciation is the chief objective sought in all of this work, an objective so intangible and illusive that attempts to attain it will generally prove futile unless the teacher is possessed of an unusual amount of common sense and a thoroughly reliable method of procedure; for appreciation will not come of mutual admiration on the teacher's and the pupil's part. It must come as the result of experience. This experience must needs be provided. To appreciate fully, the pupil must be given an apperceptive base derived from actual contact with materials, plus the related information required to make all activity engaged in, significant from the intellectual side.

LEON LOYAL WINSLOW,

Supervisor Art Education, State Dept. of Education, Albany, N. Y.

OAKLAND.—What is our objective in art instruction in the Oakland Public Schools? Art instruction that leads to more worthy living in home and community. This implies purposeful activities.

In the primary grades, illustrative drawing is stressed, covering such subjects as Fire Prevention, Thrift, Safety First, Cleaning Up the School Yard, Health Laws, Courtesy, Conservation of Wild Flowers and Birds, etc. Definite training given in all the grades in form, color, and design, as far as possible is tied up with school and community interests and related to the everyday life of the child in subject matter and application.

One of the worth while projects has been the decoration of our day nurseries. Art classes have undertaken the designing of Mother Goose friezes for the walls, the decorating of the chairs, tables, cribs, coverlets, bibs, toys, hangings, screens, electric light shades, and all the accessories that transform these nurseries into a beautiful environment for little children.

An interesting phase of art appreciation has been the development of a beauty corner for the class-room—a small space set aside as a shrine to beauty arranged by pupils as an expression of their individual art appreciation.

MAY L. SELLENDER,
Director of Art.

OMAHA.—The signal purpose of Art instruction in the public schools is the **enrichment of the life of the child**, through the development of his natural love and desire for beauty. It is not anticipated that every child shall become an artist, but that through a course in art intelligently and sympathetically taught, he shall develop **standards of beauty and fitness** which he will continually delight to use in his own life and whose champion he will become when necessary in the interest of his community.

Such a course in art must consist of the things in which all children can participate. The study of color and design becomes of vital interest when applied to fashioning little models for children's dresses or helping to make the costumes for a school pageant. Lettering acquires a real fascination in designing one's own monogram, and respect for the beautiful art of the wood block is greatly increased after the personal accomplishment of a Christmas card or bookplate through this interesting medium.

For the application of design there are many articles such as boxes, trays, lamp shades, book ends, and toys that become a labor of love, and the popular poster for school activities is the pleasant vehicle for the study of color, composition, and lettering.

An appreciation of pictures is also an essential part of the art course and becomes very interesting to children if supplemented by the making of picture study booklets. In cities fortunate enough to have a Museum of Art, co-operation between it and the schools is of inestimable value. And last but perhaps greatest of all is the cultivation of the seeing eye for the beauty and kinship of Nature. In a word, whatever contributes to the ultimate beauty of life and living is as I see it—the object of Art.

J. H. BEVERIDGE,
Superintendent of Schools.

PASADENA.—In the Pasadena City Schools, just at present, stress is being placed on figure drawing from the first grade up through the Junior High Schools, the aim being good composition and good drawing.

Children are drawn in all sorts of activities, in large and small groups with an interesting variety of backgrounds.

Effort is made to keep before the minds of the children the art principles that are involved in the making of a good and interesting picture.

Each child plans his own composition and uses his own color scheme.

Most interesting results are obtained in color, in composition and in the individuality of expression of the characters drawn by the child.

FANNIE M. KERNS,
Supervisor of Art.

SACRAMENTO.—A very interesting exhibition of applied art was given in connection with the dedicatory program of the new Sacramento high school recently. The pupils in the art classes reproduced by living models a half dozen or more of the celebrated paintings of the Old Masters including a number of the Madonnas. The tunics were colored by the art classes and made up by the classes in costume

design. The research work was done by the pupils studying the history of art. The stage settings and lighting were worked out by the boys in the shop classes in woodwork, sheet metal and electricity. The production was most artistic.

Sacramento offers work in Arts and Crafts from the Kindergarten through the Junior College. Definite periods are assigned in each of the elementary grades for hand work which is in reality craft work. In each of the Junior High Schools classes in craft work are conducted under the term applied art. In the Senior High School classes are offered in the History of Art, Costume Design and other applied art courses in addition to freehand drawing in a variety of media. In the Junior College classes are conducted in History of Art, Freehand drawing and color and design, the latter an applied design course.

LOUIS F. BEST,
Art Supervisor.

SANTA BARBARA.—Co-operation is the outstanding feature of the S. B. H. S. Mechanical and Fine Arts Departments. Our present achievement is the perfecting of a course in Stagecraft under the combined efforts of these departments. The group of students, enrolled in this class meet some days with the art instructor and other days with the woodwork instructor.

In the Art Department they design and make miniature scenes for each play. These are set up in the little model theatre where lighting and color effects are worked out by the use of electric bulbs and miniature spots. In the woodshops they build the flats. The instructor there gives a course in making and shifting scenes; handling the switch-board and doing general stage work. After the flats are made the art teacher supervises the group in painting the scenes. This same group attends to the details of all productions.

Another effort is the combined Art and Drafting classes with the Community Arts Plans and Planting Committee. Under this arrangement architects, landscape architects and artists stimulate interest in creating an artistic environment in which to live, by giving from their experience and training talks and criticisms of class work. Exhibits are shown at the Plans and Planting Office and in the school and mention is given the best work in contests of Art and Architectural Drawing.

ELSIE HASTINGS,
Fine Arts Department.
ROY L. SOULES,
Mechanical Arts Dept.

SALT LAKE CITY.—The public schools of Salt Lake City devote a portion of their time to the study of Arts and Crafts under the supervision of competent teachers. In the elementary schools the children are taught the fundamental principles of drawing and hand craft; enough to make them appreciate what might be accomplished along these lines.

In the Junior High Schools art classes alternate with manual training classes in some cases, while in classes where art is given daily,

the course is outlined to give the students a rounded out experience in drawing, painting, design and many of the crafts. The Senior High Schools and those who are interested in arts and crafts continue in the subject. In this department of our schools art is not a compulsory subject, and those who elect it are those who appreciate its value.

Painting, modelling, casting, design, tooled leather, etching in metals, hammered brass and copper, jewelry, and many other branches of the arts and crafts are taught. Our aim is to create a greater love of nature, more appreciation of our environment in home life and the power to express one's self in a definite tangible and beautiful manner.

J. F. RUSSON,
Art Department of East High School.

SEATTLE.—We are now using a tentative printed course of study in the elementary grades, the result of a gradual development during the last four years. It is the outcome of many talks with individual teachers, of discussions at principal and grade meetings, of experiments with groups of children, of written reports of teachers and finally of an organization of this material by the supervisors.

The part of our work that might be rated as scientific was as follows: We sent out questionnaires to teachers and summarized reports. We listed "pupil experiences" in each grade. We selected one problem in each grade outline and following it through, reported on whether the problem was (a) rightly placed in the grade, (b) time allowed sufficient, (c) valuable in the light of objectives.

In the High Schools of Seattle we have 1,600 pupils out of the total enrollment electing Art—12.33 per cent. There is no required art work except for students taking the Home Economics Course. For students desiring to major in art, a general course of eight semesters is planned.

Out of this course certain semesters may be selected to which additions may be made from the "Electives in Art," forming shorter courses to fit varying needs, such as commercial lettering and design, costume design, house planning, interior decoration. All students electing art are required to take the basic semester on Art Structure.

CLARA P. REYNOLDS,
Director Fine and Industrial Arts.

TOLEDO.—Art Education in the elementary schools of Toledo is a part of the regular work of the grade and taught by the teacher of the grade. There are no special teachers and comparatively limited supervision. The distinctive characteristic of the work is its obvious meaning in relation to the other subjects in the curriculum. The characteristic is an outgrowth of the situation which makes the art work primarily a part, a factor in all the activities of the classroom. The art work is for all children and looked upon as a means of expression, a power for making fine choices. We have been slowly developing a body of subject matter made up of art principles, information and

(Continued on Page 57)



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

How to Stimulate Arts and Crafts

Dear Editor:

CLEVELAND has done something to stimulate the arts and crafts which might well be emulated in other cities. The Cleveland Art Association enlisted a large committee from its membership in a census of arts and crafts workers in Cleveland. They discovered more than six hundred who were producing artists and craftsmen in co-operation with the Museum of Fine Arts. An exhibition was organized, showing the best work of all these people, classified under twenty different heads. This exhibition occurs annually, in May. The exhibitors may submit work produced during the last twelve months only. An out-of-town jury passes judgment upon all work submitted and determines, therefore, the character of the exhibition.

This May Show, as it is popularly called, becomes more important every year, and more popular. Moreover, the sales from the show increase every year from \$3,000, in 1919 to \$11,000, in 1924. Nothing we have in Cleveland is a greater stimulating and educational factor for all our workers than this annual May Show.

Yours sincerely,
HENRY TURNER BAILEY,
Director.

Commercial Exploitation of Children

DEAR Mr. Chamberlain:

At a conference held in the offices of the National Parent-Teacher Association it was generally conceded that the three to one vote against the Child Labor Amendment in Massachusetts was wholly due to lack of information on the part of the voters as to what the amendment was and what would result when it was ratified by the required number of states. The bulletin gotten out by the National Child Labor Committee, answers simply and fully everything that one would want to know.

Since this is one of the measures in which the National Education Association is interested, it seems to me that it would be well worth our while to pass on this information to the rank and file of the teaching profession through various educational journals. The combined number of readers of the state journals is nearly three times that of the readers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION.

The Amendment must be ratified by at least thirty-six states. So far, Arkansas is the only state whose legislature has ratified the Amendment. The legislatures of North Carolina, Georgia and Louisiana have rejected it. It has been defeated in the recent referendum in Massachusetts, and although this referendum does not

have any compulsory effect, it is conceded that the legislature will probably vote as the referendum dictates. If the Amendment is to be ratified in these other states the teachers must do their full part in seeing that the people are correctly informed.

The organizations opposed to the measure seemingly have an unlimited supply of money with which to get their case of misrepresentation before the public. We do not have this money to work with, but we do have 700,000 teachers variously grouped in one great national organization, forty-eight state organizations and seven hundred local organizations whose supreme object is the welfare of the childhood of the nation. We cannot do otherwise than to support this measure—then let us do our dead level best. Sincerely yours,

CHARL WILLIAMS,

Field Secretary, Legislative Division,
National Education Association.

Brings Lasting Results

DEAR Mr. Barr:

Most of your advertisers concur that the Sierra Educational News brings results. It may be interesting to you, however, to know that your publication brings lasting results, for today we are in receipt of the enclosed coupon from an advertisement which ran at least six or eight months ago.

More power to your good medium.

Your truly,

G. J. WEIGEL,

Knight-Counihan Co., San Francisco.

Are Teachers A Menace?

EDITOR,

Sierra Educational News.

Dear Sir:

The fight seems to be on. It almost stuns me as I become more and more conscious of how the reactionary forces, dominated by the privileged classes, are able to pervert the minds of the larger number of the people and to hold themselves in positions of privilege at the expense and to the disadvantage of the children.

How they can make it appear that a new organization which seeks to provide adequately for the education of the youth and for raising revenues on an equitable basis for the support of education and philanthropic work is a menace in the eyes of so many people, is more than I can understand.

Very truly yours,

R. J. CUNNINGHAM,

Executive Secretary Montana
Education Association

Picture of the Grand Canyon

DEAR Mr. Editor:

Since seeing something of England, France, Switzerland and Italy, I am more than ever impressed with the natural scenery of our own country. Truly it is worth while to "See America First." As I think over all we saw on the trip from Stockton to Italy, I must say that one of the outstanding pictures was the Grand Canyon. Our day there was indeed a "Red Letter Day."

It is difficult to say anything about the Grand Canyon. It is so marvelously different from anything I've ever seen. We arrived at 8:20 and drove to the El Tovar Hotel, where we obtained our first view of the canyon. At that hour especially, it seemed like a painting. It is so stupendous one cannot imagine it being real.

After breakfast we took the Hermit Rim drive, stopping at the various lookout points. From Pima Point we could see the Colorado River in the gorge a mile below looking like a slow, sluggish, copper-colored stream, but even from such a height we could see there were swift and dangerous rapids. The walls of the canyon were of dull brick-red, subdued purple, copper and a faint green. But what impressed me most was how like a painting it appeared, not only the great panorama, but the almost flat effect. It was difficult to realize that it had three dimensions and was over seven miles across.

We were treated with a genuine mountain storm during the day, but what a marvelous sunset in the evening! First the canyon was perfectly flat and misty in dull lavenders and blues. Then the sun shone through a rift in the clouds and lightened the peaks in a straight line down the gorge, giving it three dimensions again. It seemed to be a series of walled cities, topped by cupolas, the light striking on different places and turning the lavenders to reds, faint greens and tans. The black rim was still in the shadow, the fore mounds only giving into prominence. To me, it was like the enchanted land we had seen in "The Thief of Bagdad."

DORIS BARR,
Milan, Italy.

A Curative Workshop

DEAR Editor:

Sorrow is turned to rejoicing at the Curative Workshop, where the needy crippled are helped without charge. Dejected men have "taken hold" and become self-supporting, useful, happy wage earners. We hope you can come in and see for yourself. Many others are waiting their turn to be helped to happy, useful self-support and independence. On the average we can turn out one self-supporting worker for every \$50 our contributors entrust to us. This shop has a nation-wide value, and is intended to be reproduced throughout the country.

Yours in the service of the unfortunate,

FRED H. ALBEE,
Director, Curative Workshop for Disabled Workers, New York City.

California Home-Makers

DEAR School Administrator:

Does your high school district offer instruction in special day classes in home-making subjects for the women of your community? If not, why not contribute this service to your community? If you have such classes it is advisable to establish several centers in your district that the instruction may be available to persons who for various reasons would not attend classes where they are now established.

Last year in California, 10,344 women were enrolled in these morning or afternoon classes for four hours a week studying some phase of home-making. Reimbursement from the Federal and State Vocational Education funds together with state and county aid based on school attendance will more than pay for the expenses of this instruction. Have you figured on the problem?

Courses may be offered in any phase of home-making, cookery, home nursing, care of children, home management, millinery, dressmaking, or any combination of such or similar topics.

MAUDE I. MURCHIE,

State Supervisor of Teacher Training
in Home Economics.

Educational Radio Program, January to May

TOPICS to be broadcasted under the direction of the State Department of Education. The programs are broadcasted from KGO in Oakland on Monday mornings, from KNX in Hollywood on Tuesday mornings, from KMJ in Fresno on Wednesday mornings, and from KWG in Stockton on Thursday mornings.

January—

5, 6, 7, 8—The Mission Fathers; Ohio River.

12, 13, 14, 15—The Splendid Idle Forties; Rio Grande River.

19, 20, 21, 22—Discovery of Gold; St. Lawrence River.

26, 27, 28, 29—The Argonauts; Yukon River.

February—

2, 3, 4, 5—Around the Horn and Across the Panama; Amazon River.

9, 10, 11, 12—Lincoln's Birthday.

16, 17, 18, 19—Washington's Birthday.

23, 24, 25, 26—John Bidwell; Orinoco River.

March—

2, 3, 4, 5—Bear Flag; Thames River.

9, 10, 11, 12—The American Conquest; Rhine River.

16, 17, 18, 19—St. Patrick's Day.

23, 24, 25, 26—The Vigilantes; Danube River.

March 30, 31, April 1, 2—

April Fool's Day.

April—

6, 7, 8, 9—California State; Seine River.

13, 14, 15, 16—Pony Express; Volga River.

20, 21, 22, 23—Water a Curse; Niger River.

27, 28, 29, 30—Water a Blessing; Nile River.

May—

4, 5, 6, 7—Golden Fruit; Yang Tsi Kiang.

11, 12, 13, 14—White Coal; Tigris and Euphrates.

18, 19, 20, 21—California in Verse and Story; Ganges River.

25, 26, 27, 28—Memorial Day.



EDUCATIONAL LITERATURE

Some Difficulties Encountered by Art Education

THE Arts and Crafts are naturally in competition with history, literature, science, mathematics, language and other subjects for a place in the course of study. And this competition is found all along the line from the Kindergarten to the University. That Art education, especially in the high schools in many states, is working under a number of serious handicaps is clearly shown by a booklet, "Some Difficulties Encountered by Art Education," published some time since. This booklet is based on two questionnaires formulated and tabulated by Miss Minna McLeod Beck, Art Director of the public schools of Harrisburg, Pa., and sent out through the co-operation of The American Crayon Company.

One questionnaire was sent to art directors in 61 cities, covering every section of the country and representing large as well as small size communities. A second questionnaire was sent to 53 colleges and universities. The returns from the two questionnaires without question give a fairly accurate national "cross section" showing the handicaps under which art education is struggling, especially in the relation of high school courses in art to college entrance requirements. It must, of course, be said that the handicaps referred to do not apply to all states, nor to all high schools and colleges.

Recommendations

A number of recommendations for the improvement of the status of art education which seem timely and full of meaty suggestions, as brought out by these questionnaires, have to do with "Standardization of art work, as in history, science, or other like subjects." "Drawing courses should consist of well organized and graded body of material through the grades, high schools and colleges." "A definite stating of objectives for work in grades, high schools and colleges—a consensus of opinion." "Standardization of art instruction in High Schools." "Define accurately what specific types of art are conceived to be an important element in education—that is, define effective art education." "What should be the general policy of college and university art departments—to train experts in art, or to train for general appreciation?"

The report closes with the following suggestions:

1. That the Eastern Arts Association, the Western Arts Association, the College Arts Association, and other bodies having to do with art instruction in the schools, appoint committees to meet and confer upon the problems of Art Education and the best way to solve them.
2. That these committees later confer with leading educational experts from our great universities to the end that, if possible, "effective art education" may be defined.

The Small or the Large College—Which?

ANY student about to enter college could read with profit a most illuminating article in a recent issue of *The Independent* on "Weighing the College System—Relative Advantages of Small and Large Colleges," by Charles Franklin Thwing, President Emeritus of Western Reserve University. Dr. Thwing sees the advantages and the disadvantages of each type of college, but holds that in general the advantage to the student is rather with the smaller institution.

Says Dr. Thwing in part:

"In the education of the student are found four elements—intellectual discipline, moral character, friendship, and the college atmosphere.

"Intellectual discipline is power to think. The large college usually means a large class; the small, a small class. A large college may provide itself with teachers sufficient to permit the division and subdivision of a big class into small sections. Such division is not common, because the expense increases faster than the number of paying students and the difficulty of getting enough qualified instructors. A large class results in the lecturer alone speaking, or in a discussion participated in by a very few members of the division. In a small class, those who are quick of mind are further stimulated, while the slower students are encouraged, and the difficult find tongue. . . .

"Of course, the small college has no monopoly of this noblest and unique form of creativeness. In the large college are found teachers of enthusiasm for the undergraduate, of a friendship as warm, as firm, and as lasting as the small college offers. But is it not a little harder for such teachers to find the undergraduate, and also a little harder for the undergraduate to find them, in the college of twenty-five hundred, than in the college of five hundred men? Friendship is a precious fruit of the tree of knowledge. In a large assemblage, however, the force of personality is often wasted merely to secure order. In this great relationship, the large college does have the advantage of a broader field of choice.

College Spirit

"The fourth element of the value of college to the student is what, for lack of a better term, I call atmosphere or college spirit. It stands for comradeship and happiness, for loyalty and hopefulness, and the sense of triumph. It means faith, devotion, idealism. Such spirit is easier to create and to maintain in the large college than in the small. It is more vigorous in the large, but it is quite as personal in the small and is a bit more rational and altruistic.

"For the teacher who is primarily the productive scholar, for the researcher, for the ex-

nerimenter, the large college undoubtedly holds out the richer opportunity. The libraries are more ample, the laboratories better equipped, the funds for the promotion of scholarship more generous. For the man who is primarily the teacher, the small college provides the wider door. If scholasticism bears away the prize in the large, humanization does in the small college * * *."

The Exploited Child

All school people should be familiar with the pros and cons of the pending child labor amendment to the Federal Constitution. The National Child Labor Committee has issued several timely, accurate, and honest bulletins upon this urgent matter:

(1) "Brass Tacks," is a 16-page tabloid, covering the essential features of controversial points.

(2) Is the Child Labor Amendment Properly Drawn?" by Manley O. Hudson, Harvard University Law School. 4 pages, reprinted from the Harvard Alumni Bulletin.

(3) "Dean Roscoe Pound of Harvard Law School writes on Child Labor Amendment," comprises two short, crisp, pertinent letters by a great authority on constitutional law.

(4) "A Defense of the American System of Government," by Wiley H. Swift; being a reply to the attack made by the National Association of Manufacturers, upon the American government and upon the Child Labor Amendment.

Sociology and Modern School Problems, new edition, revised. By Charles A. Ellwood; American Book Company, 1924; \$1.48.

This book is an economics-sociology, correlating the problems of sociology with those of economics, and showing their interrelationship. Beginning with the origin of the human race, Ellwood traces the steps in the evolution of man up to the complex order of the present day. He believes that "all essential relations of social interdependence are so fully illustrated in the family that it has often been justly called 'society in miniature.'"

He treats fully the subject of the various forms of the family which has gradually developed, during the process of evolution from a simple, instinctive, monogamous pairing to the "modern family" with its modern problems. It is but a step from the family to the growth of population with its immigration, race, poverty, and pauperism problems, together with the advance of education and social progress.

These discussions are amply illustrated with examples selected "mainly from contemporary American society, not merely because it is 'practical' to do so, but also because the United States affords the greatest sociological laboratory, for American students at least, that can possibly be found."

The American Patriot Collection. Compiled by Julia M. Martin and others. 113 p.; paper covers; Eldridge Entertainment House, Franklin, Ohio; 1924; 40 cents.

A good collection of rhetorical and dramatic materials for all patriotic occasions. A handy reference book for the teacher's desk or for the school library. A regrettable feature of the book is its flimsy paper cover.

Art in the School. Belle Boas, Director of Fine Arts, Horace Mann School, Teachers' College, New York. Doubleday, Page and Co. pp. 128.

One of the necessary characteristics of a book on art should be that the book itself is an exemplification of art. This requirement the book under review fulfills to the utmost. As stated in the author's preface, "The book is the outcome of numerous requests made by summer students who were eager to apply the knowledge gained at Teachers' College during their short summer study, to their own teaching problems and needs."

In the book will be found in concrete form much of the work that is carried on at the Horace Mann School. In the seven chapters the author takes up the Elements of design, the Principles of design, How a course of study should be prepared, the Materials that should make up the Lessons, Color, the Study of pictures and the Use of the museum.

Running through the texts are illustrations in black and white, illustrative of costume design, figure drawing, borders and the like, many of these from reproductions of students' work. There are also numerous colored plates from designs, landscapes, etc., as well as interiors showing furniture and home decoration.

There is an excellent bibliography at the close of the book.

Spanish Gardens and Patios. By Mildred Stapley Byne and Arthur Byne. J. P. Lippincott Company. pp. 305.

The authors of this magnificent volume are corresponding members of the Hispanic Society of America, authors of Spanish Iron Work, Spanish Architecture of the Sixteenth century, Spanish Interiors, Furniture, etc. They are therefore well qualified to jointly prepare such a volume as the one under review. The book is printed on the finest of plate paper, the text is large and artistic, with wide margins and the volume carries numerous full-page illustrations in half tone and a number of full pages in color, 175 examples of the former and four color plates.

Few well-informed people realize the development of the Spanish garden. The authors state in the Foreword that the true Spanish garden is of Asiatic derivation and harks back to Persia. Emphasis in the book is placed on the gardens of southern Spain, but this largely because in other parts of Spain, the gardens follow the general type of those found in European countries generally. Emphasis is placed upon patios, the patio in fact being an indoor garden. Of particular interest will this treatment be to American students owing to the development in this country of the patio and the application of the garden idea as found in European countries.

Of the various chapters, those treating of Granada, Seville and Cordova, link the reader with many interesting literary and historical backgrounds. There is throughout the book an artistry and taste that adds greatly to the charm of the volume. The photographs, sketches and plans themselves, many of them made at first-hand for the volume, are of great value. No library should be without a copy of Spanish Gardens and Patios and the book could well grace the shelves of all those who are interested in the artistic, both in and out-of-doors.

Brief Guide to the Project Method. By Jones F. Hosic and Sara E. Chase. 243 p.; 11; World Book Company, 1924; \$2.00.

In recent years there have appeared many books treating of the project method in its several applications. The modern progressive school abundantly and effectively utilizes this method, which has a new name, but which in reality is as ancient as the first Paleolithic apprentice with his chipped arrowhead.

Professor Hosic, of Columbia, and Miss Chase of Springfield, Massachusetts, both school people of long experience, have been admirable partners in the preparation of this lucid and simple handbook. The volume is true to its name, and is happily concise. The references and discussion topics closing each chapter shows careful selection, and are one of the helpful features of the text. School folk need more "brief guides" of just this sort.

Exercises in Actual Everyday English. By P. H. Deffendall. Revised Edition. 86 p. Macmillan Company, 1924.

This tablet of practical exercises is thoroughly efficient and up-to-date. It aims to give the pupil real training in English usage. Teacher and pupil can work rapidly and effectively. Such note books as these save much blackboard and copy work. They help to make education painless and purposeful.

Our Playhouse. An Industrial Reader. By Ella Victoria Dobbs. 126 p.; 11; Rand MacNally & Company; 1924.

The esteemed author of "Primary Handiwork" and "Illustrative Handiwork" is associate professor of industrial arts at the University of Missouri. In the present reader, she has utilized the building of a playhouse as a basis for training in reading, and in many other things. The reading has a definite motive because the information is either essential or is full of suggestions. The volume closes with a section for teachers, which in itself is a felicitous and inspiring bit of modern pedagogy. As time goes on, we will have in all our schools more readers of just this sort that Miss Dobbs has so capably prepared.

Junior High School Mathematics. Second Course. Revised Edition. Wm. Ledley Vosburgh, Frederick Wm. Gentleman, Jasper O. Hassler. 255 p. 11. Macmillan Company. 1924.

The first course is reviewed elsewhere in this issue. The second course features such subjects as percentage, arithmetic of the home, arithmetic of the farm and the city, plain geometry and mensuration.

Emphasis is given to the aims of the graph in science and industry, and in adherence to business practices. Teachers in Boston and in Oklahoma City have assisted in testing this course in the classroom.

Pemrose Lorry—Sky Sailor. By Isabel Hornibrook. 325 p. 11. Little Brown & Company. 1924. \$1.75.

Isabel Hornibrook has written six previous stories for children and young people. Her latest heroine, Pemrose Lorry, has appeared as a Campfire girl and as a radio amateur. In this volume, the "Air Wolf," a breathless aviatrix, again appears and Pemrose becomes a hydro aeroplanist. It is an outdoor story all the way through and abundant in adventure.

The Nurnberg Stove and Other Stories. By Louise de la Ramee. Edited by Orton Lowe. 296 p. 11. Ginn & Company. 1924. 72c.

The enrichment of the reading program of the public schools is one of the noteworthy phenomena of the present school era. Never before in the history of the world have children been provided with so much worthy and charming literary material. Mr. Orton Lowe, who as director of English, Pennsylvania state department of public instruction, has edited four of the beautiful stories by "Ouida,"—The Nurnberg Stove, A Dog of Flanders, Finkelkind, The Child of Urbino. "Ouida" wrote novels and articles, but excelled as a writer of short stories. These delightful tales, told with kindness and sympathy, belong in the literary birthright of every child.

The Field Third Reader. By Walter Taylor Field. 316 p. 11. Ginn & Company.

Indian myths and legends; autumn nature stories; fairy tales; animal stories; folk tales; poems; adventure; American history; travel stories; holiday stories,—comprise this nosegay of bright and happy tales. A fine sense of literary values, an intimate knowledge of the heart of childhood, and a discriminating balancing of materials, characterize the author of this series of readers. The large blackface type is easy to read and a joy to childish eyes. The pictures are adequate and the binding sturdy and plain.

One Thousand Bible Readings. By Reverend D. J. Wetzel. 57 p. Macmillan Company. 1924 \$1.00.

This book is a guide or index and does not contain any selections. It has been especially arranged for use in the public schools, young people's societies, mission circles and the home altar. The book has in view the use of the Bible in the public schools and points out that nearly all states in the Union permit the reading of the Bible in the public schools.

The classifications of material include historical, biographical, poetic and prophetic selections. There are lessons for special days and seasons and a complete index to subjects and topics. The author believes that readings should be made from the Bible itself.

Laboratory Studies in Educational Psychology. By Egbert M. Turner and George H. Betts. 230 p.; D. Appleton & Company, 1924.

Praiseworthy untechnical language is a feature of this laboratory handbook for introductory courses. The student is set to observing for himself, instead of depending upon books. The evident accessibility of many of the facts of psychology, adapt the subject to the spirit of independent thought and study. The student is led to observe and analyze his own experiences, to "psychologize," to experiment accurately before "looking up the answer" in the authorities. Mr. Turner is an instructor in education in the College of the City of New York; Mr. Betts is the author of a number of important educational texts.

Three types of experiments and exercises are included,—(1) discovery; (2) verification; (3) technique. There are 52 experiments, and an unusually good chapter on statistical method. The manual as a whole is thoroughly modern and is prophetic of the "new order" that is dawning in educational methodology.

Some Observations on Secondary Commercial Education. By Arnon Wallace Welch. 208 p.; Gregg Publishing Company, 1924.

Commercial education is undergoing radical changes. A period of rapid evolution and readjustment is here. Accelerating tendencies are evident in various parts of the field. There is need for maintaining a reasonable balance and poise among the disharmonious factions.

Mr. Welch has made a real and substantial addition to the literature of commercial education. His opinions and observations are sane, practicable, and based upon sound experience. Of special note is his treatment of the junior and senior high school programs. There is also a very good chapter of suggestions to commercial teachers.

Lateral and linear co-ordination of subjects and skills is interestingly developed. Miss Elizabeth Adams is quoted at length concerning Gregg Shorthand as an equivalent of two years' course in a foreign language.

Elements of General Science—Laboratory Problems. New edition, by Otis W. Caldwell, W. L. Eikenberry and Earl R. Glenn. 197 p.; Il; Ginn & Company; 1924; 72 cents.

The high school course in general science is one of the most important professions in science teaching in the past two decades. The authors of this laboratory manual have done distinguished pioneer work in this field, and write from a wealth of practical experience. The manual is concise, plain, and systematic. It is so explicit as to be practically "fool proof." And so simple that "he who runs may read." There are 53 problems, all presented in clear, cold, white light. It is one of the best laboratory manuals of its kind.

Elementary Anatomy and Physiology. By Mary Rees Mulliner; 367 p.; 301 il.; in black and colors. Lea and Febiger; 1924; \$4.50.

This substantial text book for advanced students in hygiene and physical education is one of the Physical Education Series, edited by Professor T. Tait McKenzie, of the University of Pennsylvania. Dr. Mulliner is director of the American School for Physical Education. The book is of university grade, and is strictly scientific. Rather curiously, the sexual system is almost totally ignored; the one of the most important facts in human anatomy and physiology—sex—is given five lines! This is inexplicable. The colored illustrations give the book a special value, however, as they are beautifully and accurately done.

Current Problems in Citizenship. By William Bennett Munro. 541 p. Macmillan Company. 1924.

In the midst of much pessimism concerning the alleged degeneration and chaos of our times, one of the bright shining beacon lights is the eager and enthusiastic educational interest in citizenship and civic problems. No previous era in human history has provided such a wealth of excellent, well arranged, and practical texts on current affairs and civic problems. The American child is being given the opportunity of knowing civic affairs and intelligently practicing citizenship. Dr. Munro, professor of municipal government in Harvard University, has explained in this book in concise form and simple language the current problems with which every well-informed American citizen ought to be familiar.

The volume is divided into three parts—first, man and his environment; second, problems in the organization and work of government; third, problems relating to the civic activities, economic, social, international. We need more books of this sort in every high school, teachers' college and public library. Such books help build democracy.

The Project Method in Geography. By Helen M. Ganey, 45 p.; il.; The Plymouth Press, Chicago; 1924; 50 cents.

A class-room manual, explaining the project method, and giving practical aid by suggestion and illustration to teachers of geography. The project method vitalizes the work of education by approaching its subject-matter from the side of its normal human interests, and by engaging the pupil in purposeful activity transmutes the matter he deals with into problems glowing with life and interest.

The author in this monograph makes available to teachers generally the guidance and inspiration which thousands have already received through her class-room and institute work. The aims to be striven for are clearly characterized, the essentials of a project are set forth, and the teacher is told how to create the situation and to plan the project through the study recitation and directed study. The motivation of geography study and the socialized recitation are dealt with and a series of type projects is presented, showing just what happens in the class-room as each develops.

NATIONAL THRIFT WEEK

January 17-23, 1925

Saturday, January 17th
Sunday, January 18th
Monday, January 19th
Tuesday, January 20th
Wednesday, January 21st
Thursday, January 22nd
Friday, January 23rd

Pay Bills Day
Share With Others Day
Thrift or Bank Day
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One of these selections says "busy," one "quiet, contemplative, or dreamy." Which?

Nocturne in E Flat (Chopin)	Samaroff	6269
Caprice (Ogarew)	Powell	806

One of these says "happy," one says "sad." Which?

Waltz in G Flat Major (Chopin)	Moiseivitch	55156
Death of Ase (Grieg)	Victor Orchestra	35470

One of these says "dance," another "gallop," another "march." Which?

Light Cavalry Overture (von Suppé)	Victor Orchestra	19080
War March of the Priests (Mendelssohn)	New York Orchestra	6464
Waltzing Doll (Poldini)	Powell	806

One of these says "elves," another "fairies." Which?

Golliwogg's Cake-Walk (Debussy)	Rachmaninoff	813
Scherzo—Midsummer-Night's Dream (Mendelssohn)	Philadelphia Orchestra	6238

Who can make up a story that seems to be suggested by either of these?

Funeral March of a Marionette (Gounod)	Victor Orchestra	35730
Ballet Music from Rosamunde (Schubert-Kreisler)	Kreisler	723

Have you secured attention, interest, concentration, discrimination? Have you aroused the imagination, the sense of beauty, the joy of discovery, the power of expression? Then you have contributed to the education of the children.



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NOTES AND COMMENT

Pacific Arts Association

The Organizing Committee appointed at the Conference on Art held in San Francisco last May is taking active steps to form a Pacific Arts Association. This Association for the Pacific West will be similar in organization to the Eastern Arts Association of the Atlantic States and the Western Arts Association of the Middle West. Membership in the new Association may be taken not only by teachers of the graphic, plastic, industrial, applied and household arts, but by professional artists, manufacturers, merchants, and all interested in art.

The Association will hold a conference in Oakland or San Francisco from April 8 to 12, 1925. At this meeting a constitution will be presented for consideration of the convention, officers and councillors for the ensuing year will be chosen, and the next meeting place and other matters will be passed upon. Educational trips to art galleries, factories, stores and schools will be arranged, among them the following: (1) A visit to a large terra cotta works where, in addition to the processes of clay preparation, glazing and kiln management, a dozen modelers are at work on decorations for large buildings; (2) A visit to a pottery where glazed vases and tiles of fine quality are made; (3) A visit to a large department store and a lecture by its personnel manager of the relation of art education to the store's usefulness; (4) A similar visit to a large furniture store; (5) A demonstration by a skilled educational expert, and her pupils as models, in the art of making and wearing costumes of best taste; (6) A visit to a commercial art house which carries on its extensive operations in a new building occupying an entire city block; (7) An excursion to a number of choice homes in an ideally planned suburban tract.

Personnel

The Organizing Committee consists of the following: President, Professor A. B. Clark, Stanford University; First Vice-President, Miss May Gearhart, Los Angeles; Second Vice-President, Mrs. Albert Waters, Santa Rosa; Executive Secretary and Treasurer, Mrs. Agnes Ray, Oakland; Recording and Corresponding Secretary, Miss Donna Davis, San Francisco. The Councillors and Advisors of the Association are as follows: Aaron Altmann, Art Supervisor, San Francisco; J. C. Beawick, State Supervisor of Industrial Education, Sacramento; J. Nilsen Laurvik, Director San Francisco Museum of Art; Miss Emma McCall, Director Training Department in Art, University High School, Berkeley; S. D. Merk, Member State Board of Education, San Mateo; F. H. Meyer, Director California School of Arts and Crafts, Berkeley; Miss Mary F. Pattison, Associate Professor of Household Science and Art, University of California; Mrs. Winifred Reiber, artist, Los Angeles; Mrs. Isabella Percy West, Designer and Art Teacher, Oakland.

Annual membership in the Association is \$2.00. Those desiring to affiliate with the new organization should send membership fee to Mrs. Agnes Ray, Executive Secretary, 460 Staten Street, Oakland.

A film recently completed by the Fish and Game Commission of California is both unusually interesting and highly educational. It shows wild life in northeastern California and southeastern Oregon. In order to secure some of the pictures two years were spent in various sections of these states. The camera operators waited hours in well constructed blinds, climbed trees a hundred feet high and even risked their lives photographing a mountain lion at bay. One reel shows the whole life history of the steelhead trout, from the artificial spawning of the female to the hatching of the eggs and catching of the adult fish in a mountain stream. Child life of predatory birds and mammals, including the bald eagle, turkey buzzard, skunk and others, is vividly portrayed. Cormorant and pelican rookeries at Clear Lake, California, and sea bird rookeries on the Farallone Islands give one an intimate glimpse of the home life of these interesting birds.

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This book for teachers provides a new treatment of the difficult problem of school discipline. The author makes clear the importance of a socialized disciplinary program, and presents practical methods whereby school discipline may be made a genuine educational force. He discusses in a very enlightening way the building up of a school spirit that will serve as a preventive against disorder, provide dynamic school incentive, and develop the right emotional attitude on the part of the pupil toward his work and his school.

Other questions taken up are: The relation of instruction and discipline in classroom control; the basic purposes of classroom discipline; the part of punishment in a constructive disciplinary program; types and purposes of punishment; rewards; pupil participation in school control, etc. All the main factors in the pupil's school life are here treated with a view to eliminating the necessity for punishment.

The author shows a keen understanding of the psychology of youth, a practical knowledge of school conditions, and an inspiring zeal for the attainment of high ideals. He has written a stimulating and satisfying book.

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"The Appreciation of Art" has grown out of the author's professional experience with large undergraduate classes of *nontechnical* students in the University of California, in the extension division of that university, and in Mills College. It teaches the basic laws of art appreciation in the simplest, least-technical language possible.—Unlike the usual art course, it covers not one branch of art but art as a whole.—It maintains throughout a nice balance between theory and the application of theory.—Either as a one-semester course or as collateral reading it lays the foundation required for a critical appreciation of the achievements of art.—It is distinctive in its lavish use of present-day art as illustrative material.

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The keynote of Secretary Hoover's annual report is "Elimination of national waste." He says.

"A definite constructive national program has been developed for the elimination of waste in our economic system.

"The need is plain. The American standard of living is the product of high wages to producers and low prices to consumers. The road to national progress lies in increasing real wages through proportionately lower prices. The one and only way is to improve methods and processes and to eliminate waste.

"Just as twenty years ago we undertook nation-wide conservation of natural resources, so now we must undertake nation-wide elimination of waste. Regulation and laws are of but minor effect on these fundamental things. But by well-directed economic forces, by co-operation in the community, we not only can maintain American standards of living—we can raise them.

"We have the highest ingenuity and efficiency in the operation of our industry and commerce of any nation in the world. Yet our economic machine is far from perfect. Wastes are legion. There are wastes which arise from wide-spread unemployment during depressions, and from speculation and over-production in booms; wastes attributable to labor turnover and the stress of labor conflicts; wastes due to intermittent and seasonal production, as in the coal and construction industries; vast wastes from stricture in commerce due to inadequate transportation, such as the lack of sufficient terminals; wastes caused by excessive variations in products; wastes in materials, arising from lack of efficient processes; wastes by fire; and wastes in human life." America's greatest waste, however, is the waste of child life and adult life through ignorance, exploitation, illiteracy, and social maladjustment.

The Perry Picture Catalogue is a revelation of the quantity and variety of pictures that can be bought for a sum that most children waste on chewing gum, pickles and movies. It is our concern to give them the opportunity to possess pictures all their own, to help them mount them neatly and tastefully and to frame them simply, with or without glass, in a narrow passepartout binding. The picture can be varnished to protect it—mounting boards can be made from gray laundry boxes or stiff cardboards. Portfolio collections may become the most cherished possession not only of the child, but of his entire family. So let us get to work and prepare some lovely gifts that will give joy in the home and a new beauty to life.

More than 28,000 small animals were rescued from the New York City streets by school children during the past summer. This work by children shows that the teaching of humaneness which is now a part of the curriculum of the schools has had practical results, according to the director of humane education. Establishment of this subject in the curriculum has been largely the result of efforts by the state department of education. Humane societies have been organized in about 100 schools in New York City.

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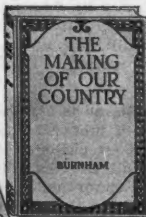
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The history of the Missions of California is one of the most interesting phases of the early history of the state. No visit to Southern California is complete without seeing some of these historic Missions. Teachers especially will gain much of value in their work through seeing these outstanding remains of a historic past. On the two days' trip of the Golden State Auto Tours from Los Angeles to San Diego, a visit is made to San Juan Capistrano, said to be the most poetic of all the missions. It was built in 1776, the year of American Independence. With its 4-foot adobe walls, its tiled roof, arched corridors, old Spanish bells and numerous relics, it is a most interesting monument of early California civilization. Among other points of interest seen in this delightful two days' tour are La Jolla, Old Town, San Diego, Coronado, Point Loma, and Tia Juana, just across the line in Mexico.

On the Golden State two day's tour from Los Angeles to Santa Barbara, the Missions at San Fernando, Ventura and Santa Barbara are visited. A third tour to Redlands and Riverside takes one day. On this tour one sees the two original navel orange trees planted in 1873 and passes through the great orange section of Southern California. Among other points of special interest for the day are Smiley Heights, Mt. Rubidoux, Glenwood Mission Inn and San Bernardino.

The Mountain-Movie-Mission Tour, taking a full day, includes visits to the San Gabriel Mission, to Universal City of movie fame and to Venice and other beach cities near Los Angeles. The shorter tours arranged by the company are seeing Los Angeles (two hours); Hollywood and Beverly Hills (three hours); Pasadena (three hours). Literature concerning these several tours will be sent on request to Golden State Auto Tours, Hotel Rosslyn, Los Angeles.

Harr Wagner, editor of the Western Journal of Education, has left for an extended European trip. While in Europe he will visit London, Paris, Berlin, Rome and other centers. He will gather material for his writing and lectures and return to San Francisco by April next.

Roy W. Cloud, County Superintendent of San Mateo County, has sent out a most unique annual message to his teachers. One of his suggestions will be of general interest. "It is the desire of the County board that the California pledge should be made just before the regular pledge and salute to the flag is given. The California pledge is:

"I am a California child. I love my native state; its mountains high, its valleys wide, its people, good and great. I love the dear old pioneers who made us what we are, and gave to us our glorious state—the Nation's brightest star."

Dr. Charles C. Van Liew, for many years a representative of the American Book Company, has joined the New York staff of the Macmillan Company. Dr. Van Liew has been a figure in the educational life of the West for a number of years, coming to California in 1897 to accept a position as professor of pedagogy and psy-

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THIS text is based upon the work done in art instruction at Horace Mann School, Teachers College, Columbia University, where Miss Boas is Director of Fine Arts. She writes directly to the teacher, and presents and explains clearly and effectively the purpose and practice of teaching art from the primary grades through high school, giving definite suggestions for preparing a course of study. More than fifty illustrations of the pupils' work are included.

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chology and supervisor in the Normal Training School in Los Angeles. Previous to his coming to California he had held similar positions in St. Cloud, Minnesota, and Normal, Illinois. Dr. Van Liew began his career as teacher in a rural school in Illinois. He then went abroad to complete his education and earned his Ph.D. in Jena, Germany, in 1893. He left the Los Angeles State Normal School in 1899 to become president of the State Normal at Chico, California. In 1910 Dr. Van Liew began his connections with publishing companies and since that date, until his recent resignation, he has been representative of the American Book Company. At different periods Dr. Van Liew has served as president of the California Teachers' Association and of the Northern California Teachers' Association. He was one of the incorporators of the present C. T. A.

Miss Elberta M. Willis has charge of the juvenile and educational departments of The Jones Book Store, Los Angeles. Included in the departments in her charge are school supplies, kindergarten equipment, educational games, apparatus, plays and books for school libraries. For the preceding eleven years Miss Willis represented the Milton Bradley Company in California and Arizona, and through her association with the schools of these states she has become familiar with their educational problems. As manager of the two big departments in her new field, Miss Willis is certain to give prompt, efficient service to the schools.

Harland Stevenson, president and general manager of Sliver, Burdett and Company was a recent visitor to California. He is a noted after-dinner speaker, a man of wide experience and was a member of President Cleveland's official family.

Generous financial support to many educational and research institutions has been recently announced by the Carnegie Corporation of New York. School people will be interested in noting that the "earnings" of this great corporation are distributed in the cause of human welfare and scientific advancement. Prominent among the scores of institutions thus aided, may be cited the following examples (grants in round numbers):

Carnegie Institute, Pittsburgh.....	16 millions
National Research Council.....	5 millions
Johns Hopkins Medical School.....	2 millions
New York Academy of Medicine.....	1 million
Food Research Institute (Stanford).....	\$700,000
Institute of Economics.....	1½ millions
Institute of International Education.....	\$182,500
University of California (Pyorrhea research).....	85,000
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Private wealth thus supplements public taxation in the development of teaching and of research.	

Forty years ago there were but two schools in this country for prospective teachers of physical training. Today there are more than a dozen special schools of this kind and 55 colleges and universities are giving courses leading to a degree in this subject, according to the United States Bureau of Education.

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This extensively used book has been completely rewritten and reset, so that the new edition is practically a new book. Less attention has been paid to the colonial and earlier periods of American history, and about one-third of the text is devoted to the period since the Civil War. Emphasis has been put on the social and economic development of the nation rather than upon political and military affairs. Almost all of the illustrations are new, and many new maps visualize graphically the growth of the country.

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Do Children Like Animals?

An Open Letter to Superintendents, Primary School Principals and Teachers:

If you and your pupils have enjoyed LaRue's *THE F-U-N BOOK* and *UNDER THE STORY TREE* (and you have if you have seen them) you are due for a real treat from the same author's *IN ANIMAL LAND*, just published by The Macmillan Company. I have just finished reading an advance copy and to my mind it is the most delightful book for children I have ever read.

The Petershams, who are rapidly becoming known as the foremost illustrators of children's books, have outdone themselves in this new book for the second graders. The Bear, the Rabbit, the Squirrel, Wee Robin and the dozens of other delightful characters, animal and human, live and breathe. The co-operation between author and artists is remarkable and unusual. It is certainly a strange child who will not love this book, and find real friends in the nineteen charming stories and poems it contains.

It is graded, as are the two preceding books, by Thorndike's "The Teacher's Word Book"; there are silent reading exercises and interesting word games; in short everything possible has been done to make *IN ANIMAL LAND* an ideal reader for second grades.

The price is eighty cents, subject to the usual discount, and anticipating an enormous demand I have ordered a very large stock which is already on the way. Enough copies are here already to provide samples for the first hundred who are interested enough to write and ask for one.

Yours very truly,

T. C. MOREHOUSE.

350 Mission Street, San Francisco, Cal.

PRESIDENT'S MESSAGE

(Continued from Page 35)

the Near East Relief Work. This was done by all states. The donations are being gathered at the national office, 1201 Sixteenth Street, Washington, and will be sent as a National Parent-Teachers Association gift. It seemed a suitable and worthy thing to do, since children of all nations deserve our care. If all future civilization depends upon the children of today, then surely we must seek to aid in their protection; aside from the emotional appeal they make, our reason should assert that need for their care.

Following the request for aid, the Sacramento Federation held a Golden Rule Dinner at the new Hotel Senator. This is to be followed by Golden Rule teas by members of the P. T. A.s in both homes and schools.

Eleventh District

The State Executive Board held its first meeting in Fresno in November, in order to meet with members of that central section of the state.

Fresno Federation was hostess to the Eleventh District at its regular meeting. The District and Federation are beginning to plan for the State Convention to be held there in May. A very successful meeting was held, the reports showing fine progress under the administration of the president, Mrs. Henry Droge.

Coalinga and Visalia were visited recently by the State President. Both localities present very favorable opportunities for federations. Visalia held a very large meeting of about 500 in the fine high school.

Extension Books

The state office is sending extension books to all teachers desiring to organize new associations, while many leaflets are to be had on program planning, recreation, scholarship, rural P. T. A.s, on membership and many other state and national departments.

Child Labor Amendment

The Congress is cooperating with all other states in our group in backing the Child Labor Amendment.

Seven Physical Education Bulletins that every teacher in this field should possess and know thoroughly, have been issued by the California State Department of Physical Education. They are,—(1) State Manual in Physical Education; (2) Special Activities for High Schools; (3) Intramural Competition; (4) Speedball; (5) Decathlon Charts; (6) Fundamental Tests; (7) Classification of Boys.



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Educators the country over are now putting this modern educational requirement into practice. Perhaps your school has taken up the matter.

If the weighing and measuring of school children is in your line of duty, take immediate steps to assure yourself of the type of equipment that will simplify your work and increase its efficiency.

The march of progress in the weighing and measuring of school children has also developed certain weighing requirements which have been properly met in the design of the Continental Special School Scale.

It costs no more to enjoy the practical advantages developed by these health scale specialists. At any rate, it will pay you to secure the interesting details of this scale, designed especially for schools. Write for descriptive information.

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ART SYMPOSIUM

(Continued from Page 39)

skills worked out to fit the expanding interests of the child in carrying out his problems and to answer his queries in such a way as to make him see and feel the uses, the importance and the joy of art.

Color illustrates by meaning. The child makes something and wants to use colors, he chooses them at random. It is evident that the colors chosen vary in effect; it is clear that one might learn to control them and make desired and not unexpected effects. The color problem then limits itself to a number of whys. The answer to these whys is the color theory that is taught then and there—and all the essentials of color theory which are often kept secret till at least eighth grade or maybe forever are usually covered in first grade. It is an easy observation that it is simpler to work out fundamentals with little children than with grown ones!


Often these small drawings are developed into pretentious cut-paper community posters and group charts which more fully explain the ideas involved. Group work is an excellent antidote for the too individualistic possessive tendency of much art production. It gives every one a chance to do the thing he can do well if that thing be only a bit of smooth pasting. It shows the need for every one's contribution in making the result a success. It saves time in production and furnishes much illustrative material for all subjects and endless opportunity for use of art principles, information and skill.

JANE BETSY WILLING,

Supervisor of Art and Elementary
Industrial Art.

Mr. David P. Hardy has been appointed as Deputy Superintendent of the San Francisco Schools. Mr. Hardy is a graduate of the University of California, and has been associated with the San Francisco Public Schools since 1916. From his previous position as Vice-principal and Dean of Boys of the High School of Commerce, he has been called to deputy superintendency. Mr. Hardy's appointment is another step in the progressive and far-sighted reorganization of the San Francisco Public Schools, under the direction of Superintendent Joseph Marr Gwinn. The new organization includes the superintendent and six deputies assigned to specialized duties, together with an advisory council of 26 teachers from the schools over the city.

The personnel, with their duties, follows: Superintendent of Schools Gwinn, in charge; Chief Deputy A. J. Cloud, in charge of high schools; Deputies W. H. De Bell, in charge of junior high schools and the seventh and eighth grades; Miss Bertha Roberts, in charge of elementary schools; Dr. A. A. D'Ancona, in charge of all special schools and classes; R. H. Webster, in charge of statistics and reports, and Mr. Hardy, the new member, in charge of the business affairs of the department. Miss Edith Pence is general chairman of the teachers' advisory council.



"It gave
me Intense
Agony to
Walk Three
Blocks"---

Says a Teacher

"ABOUT six years ago," writes J. W., "I was very much afraid that I was going to be a cripple. Beginning in my arches the pain spread to my knees if I was on my feet for more than an hour. It gave me intense agony to walk three blocks on concrete."

"Another teacher recommended Ground Gripper Shoes," J. W. says. "I lost no time in getting a pair. My feet never hurt me any more. The salesman told me that your shoes would correct my foot troubles; I hardly believed him, but they have done just that."

Thousands of other teachers have found a welcome relief in Ground Gripper Shoes. Ninety-two per cent of all wearers have been relieved or cured.

Visit the Ground Gripper Store today. Here, without obligation, a foot specialist will tell you what causes those pains and how to cure them. If you need Ground Gripper Shoes you will be fitted scientifically.

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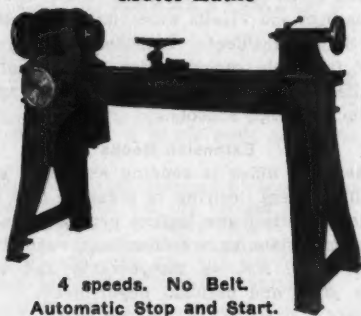
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ART SYMPOSIUM

(Continued from Page 39)

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Say you saw it in the Sierra Educational News

At a recent meeting in Sacramento of the Commission of Credentials, the following resolutions relating to the school administration and school supervision credentials were adopted.

Whereas, the administration credential is required by law only of people acting full time or part time, as principals or superintendents, and whereas vice-principals, and assistant and deputy superintendents are the only persons who may legally act in the place of principals or superintendents; therefore be it

Resolved, That wherever a Registrar has been elected vice-principal (especially assigned to Registrar's duties), and devotes half time or more to administrative duties, applications for the administrative credentials will be considered.

Heads of Departments in California High Schools may present such experience as meeting the requirements for school supervision experience under the provisions of Class 1, provided:

1. That the candidate has been designated Head of the Department by the Board of Education (or Board of Trustees) with a higher salary than that of regular teachers.

2. That the Department includes at least three faculty members who devote the major portion of their time to the work of the department.

3. That the candidate devotes not less than two hours per day, including out of school work, to administrative and supervisory duties of the department.

An examination will be given at Los Angeles and Berkeley during the month of January, 1925, for the benefit of candidates for the school administration credential, who have been elected to principalships following October 15, 1924, or who have been placed upon the preferred principalship list. The examination will include the following subjects:

1. Public Education in California.
2. Principal and his School.
3. History of Education in the United States.

Such subjects to constitute the equivalent of fifteen semester hours of work. Successful candidates will be granted a two-year credential with renewal subject to the completion of ten semester hours of work selected from courses outlined in Bulletin 10-AD.

Application for the school administration and school supervision credentials under the provision of Class 1, as outlined in Bulletin 10-AD, will be accepted up to January 1, 1925. Action will be taken as promptly as possible. However such applications are now being received much faster than they can be handled and the Commission respectfully requests reasonable patience upon the part of candidates.

Divided on the percentage basis, the budget submitted by President Coolidge, showing the probable cost of operating the federal government for 1926, shows that of each dollar in revenue obtained by the government, 3.57 per cent is used in general functions of the government; 15.57 is for national defense; 18.39 for military pensions, retirement pay, etc.; 5.56 for public works; 2.25 for promotion of marine transportation; 6.49 for civil functions; 3.4 for refunds; 14.84 for public debt retirements; 25.4 for interest on the public debts, and 4.53 for trust funds.



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In a circular recently issued to high school principals, A. C. Olney, Commissioner of Secondary Schools for California, makes this comment:

"The granting of credit for music instruction and practice outside of school hours is a matter to be determined by each school for itself, and the administration of it is in the hands of each high school principal.

"It has lately come to my attention that certain private music instructors holding California special credentials to teach music have been claiming that high schools are obliged to give credit to their pupils for work done outside of school hours. It is clear that there is no justification for such a claim either in the law or in the regulations of the State Board of Education.

"At the same time may I take this opportunity to say that I deplore the fact that most high school pupils drop the subject of music upon entrance to high school? If credit is necessary to encourage them to keep up their work in music, I trust that it will be given. Last year credit for from one-fourth of a unit to four units was granted to each of over 1,000 high school pupils in California for music study and practice outside of school hours.

"A bulletin of the U. S. Bureau of Education, 1917, No. 49, entitled 'Music in Secondary Schools,' gives an excellent statement of the value of music instruction to pupils.

"The high school curriculum has become so 'frozen' into a collection of hard-and-fast 'courses' in many schools that some of the universal needs of childhood and of humanity are being crowded out. Two of these needs are appreciation of music and of art. One enterprising high school principal has set aside on his program a half-hour each day during which the high school teachers deliver a series of talks on subjects concerning the vital interests and questions of the day. Prominent among these are series of lectures on appreciation of art and appreciation of music. Students eagerly await these lectures, choosing those in which they are greatly interested. Is this not suggestive of what seems to be happening to some of our high school curricula?"

The Nevada State Board of Education urges "that clear, earnest, and intelligent instruction" as to the effects of drugs be made a definite part of the instruction in the public schools and State university.

Say you saw it in the Sierra Educational News

The California Schoolmasters' Club will hold a meeting and banquet Saturday evening, January 10, at the Hotel Whitcomb, San Francisco. Superintendent J. M. Gwinn will be chairman of the evening. The dinner will be at six o'clock, and school men are invited to attend. Write for reservations to the secretary, Dr. I. C. Hatch, 142 Hugo St., San Francisco.

National Thrift Week, January 17-28, is one of the foremost annual events of this kind. In accordance with the custom, followed since 1916, when this movement first began, the week will open on Benjamin Franklin's birthday, January 17. Each year an increasing number of educators use Franklin's birthday as an occasion for teaching patriotism and thrift, that being the only patriotic event in January. The story of Franklin, the American apostle of thrift, affords a prolific source of interesting features for school leaders in both American history and in thrift teaching. Forty-seven commercial and civic organizations are cooperating with the Thrift Week movement. Any teacher may secure free of cost a small calendar poster in two colors giving the daily topics of National Thrift Week and the Ten Point Creed and the folder "National Thrift Week at a Glance," by writing the National Thrift Committee, 347 Madison Avenue, New York City.

The Board of Education of Pueblo, Colo., has adopted the following plan for sabbatical leave for teachers. The plan is permissive not mandatory. A teacher of ten or more years' service in the district may be granted a sabbatical year to attend an educational institution of higher learning for the purpose of improving her professional equipment as a teacher, and shall be allowed for such year one half of the annual salary she would receive if actually employed in the schools. No teacher, however, shall receive during the sabbatical leave more than \$900.00. Not more than three of the teaching force may be absent at any time for such courses, and the college, university or normal school attended, as well as the character of the course selected, must be approved by the superintendent of schools. When more than three of the teachers apply at any time for such sabbatical year, the superintendent shall select from the applicants, basing his judgment upon length of service and the relative advantages to be derived by the schools of the district.

Since Bible study for credit in Virginia high schools was authorized by the State board of education eight years ago, the enrollment in the course has increased from 27 in the first year to 933 in 1924.—School Life. Religious education has become a growing reality in American education.

To initiate and direct research affecting the small high school is the purpose of a committee of 10 just appointed by the Department of the Interior, Bureau of Education. Members of the committee include representatives of State departments of education, universities, and the United States Bureau of Education. Dr. Emory M. Ferriss, of the rural department of Cornell University, is chairman of the committee.

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One-third of the homeless children in the United States under the care of public and private charitable agencies have found foster parents who have taken them into their own homes. This is the estimate of the U. S. Children's Bureau which has just issued an important report on "Foster Home Care for Dependent Children." The growing emphasis during the past decade upon the need of home care for the normal child has resulted in the effort, first to prevent the break-up of the child's own home by giving "mothers' pensions" or public aid to children in their own homes, and second, to find a substitute home for the homeless child. Results are evident in the fact that 42 States give aid to dependent children in their own homes, that the number of children in foster homes has increased substantially and that the number of children in institutions has, proportionately to the child population, decreased. Tentative figures place the number of children aided in their own homes at 127,000, the number in foster homes at 70,000 and the number in institutions at 125,000.

The Little Teacher Games recently on display among the exhibits of the Bay Section Institute and also during the past Summer Session at the San Francisco Teachers College are unique both in manipulation by children and in results obtained. The Best-Times-Table Game, a multiplication table game, brings relief to teachers since the pupils carry it on independently of the teachers' supervision.

Miss Madeline Murray, 109 Lyon Street, San Francisco, the inventor of the Little Teacher Games is a teacher in the San Francisco School Department. She states that the games have had their greatest sale in California schools, but orders are now coming in from nearly every state in the Union, followed by letters voicing satisfaction in their use.

The National University of Mexico will again this year hold a Summer School for American teachers. The University is operated by the Mexican government. The first session of the Summer School was held in 1921, and approximately 300 American teachers attended. This fifth session, to be held during July and August, 1925, will undoubtedly attract a much larger number of teachers from the United States.

The faculty will be composed not only of professors of the home university but specialists from various institutions in this country will offer courses. One of the primary objects of the National University is to assist in promoting a more complete understanding between Mexico and the United States.

Information may be obtained by addressing Sr. Manuel Romero de Terreros, Secretary of the Summer School, Universidad Nacional de Mexico, Mexico, D. F.

Mr. Nicholas Ricciardi, California State Commissioner of Vocational Education, attended the annual meeting of the National Society for Vocational Education, held in Indianapolis during December.

Say you saw it in the Sierra Educational News

Dr. Edward F. Glaser of San Francisco contributes a timely article in a recent issue of the "Weekly Bulletin" of the California State Board of Health. The following paragraphs will be suggestive to teachers and school officials:

"Reading and studying in the morning before breakfast or at least before nourishment of some kind, should be discouraged not only with weak but also well children. The books and magazines read in early life should have large lettering and striking pictures and all playthings and games should be prohibited which have small figures or dazzling combinations of form or color. Children should be taught from earliest age never to gaze long upon any near objects brightly illuminated by the direct rays of the sun.

"Many people's sight is in danger from poor lighting that could be remedied. The ideal illumination for the reader is light coming from behind, preferably over the left shoulder, and striking without shadows directly upon the page, with direct light at no time hitting the eyes which should never be in a constant glare. The best artificial lighting system is that nearest to ordinary daylight. The light should be evenly distributed throughout the room. The method of indirect lighting by which the light is thrown to the ceiling and reflected throughout the room is one of the best. Whatever method of lighting is used, whether in the home, office, factory or school, we should see that our eyes are under as little strain as possible. There may not be enough light and the eyes, therefore, strained in order to see the work. Even the strongest eyes will suffer. Also the light may be good but placed so that there are too many shadows. This is just as bad for the eyes as not enough light. Light may be too bright and not properly shaded so that the eyes are in a constant glare. One cannot look at the sun without causing eye exhaustion. Glaring electric lights are likely to hurt the eyes in the same way. Bright lights should be efficiently shaded.

"California is fortunate in having a law prohibiting the use of the common or roller towel. And this relic of former unsanitary and unhealthy days is now almost extinct, although one is still occasionally found in some public place, which should be at once reported to the health officer. A paper towel should be used by one person and then immediately thrown away, and all patent devices for supplying towels should be carefully watched to see that they do not fall of their sanitary purpose. The common towel is not only an offense against common decency, but it is well known that communicable diseases of all kinds can this way be transmitted and this is especially true of skin and eye diseases. In the day of the common or roller towel, a contagious eye disease has been known to spread rapidly through a camp, a school or factory."

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Baldwin City, Kans.

"The course in visual education was inaugurated in the Kansas City Schools four years ago by C. W. Mills, now national publicity manager for the Boy Scouts of America. That the work has made rapid progress during this period is attested by the fact that 90 per cent of the public schools in Kansas City are using the motion picture machine and stereopticon.

"The operators, each on a circuit, are showing pictures daily, visiting about twenty schools a week. The use of pictures in the study of grade school subjects has not only made the sons through both auditory and visual perception more interesting, but has given it additional educational value, since the pupils learn their lessons through both auditory and visual perception."—Kansas City Post.

Say you saw it in the Sierra Educational News



"READIN' and WRITIN' and 'RITHMATIC"

School days,—the happiest days of our lives. How long ago it seems, yet the memories are very clear, and all the more so when we see an old picture like this.

We can remember the teacher, gol ding him, and the spellin' and the yellin', and the spotted and cracked blackboards, and the gnarled and knotted desks, and the initialed and creaky seats, and the dog-eared "gographies," etc.,—sort of a dilapidated scene with worn out everything.

But the modern school room is different. All new desks—less susceptible to marring—better blackboards—impossible to crack—up-to-date teachers' desks—such a difference. A better morale among the pupils accordingly. We are equipping this kind of school room.



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The \$25,000 Prize, offered by Raphael Herman of Washington, D. C., through the World Federation of Education Associations, for the best educational plan calculated to maintain world peace, has been won by David Starr Jordan, Chancellor emeritus of Stanford University. The award comes as a signal honor to one of California's most distinguished educators, and to a scholar who has become a world figure.

The American Crayon Company has placed on the market a writing fluid paste known as "Permex." It is a pure nut-gall and iron chemical fluid, writing blue and changing to an intense permanent black due to the oxidizing of the iron when exposed to light or air. "Permex" comes in collapsible tubes like tooth paste and each tube is packed in an individual carton. To make real writing fluid from "Permex" is an easy process. All that is needed is a clean bottle filled with water, preferably hot. Squeeze the "Permex" from the tube into the bottle, shake well and the ink is ready for use. The ink so made is well adapted for use in fountain pens.

The New York State Department of Education has issued a handbook for the use of rural teachers in organizing and conducting junior project work. It includes a brief statement regarding the place of junior project work in the school program and responsibility of rural teachers in sponsoring junior project activities in their community. The requirements for all the agriculturè and homemaking projects are listed so that teachers may place before their pupils exactly what they are expected to do in the various projects.

Nine-year-old pupils today spell better than pupils of the same age 45 years ago, according to reports from studies made by Boston University. A survey conducted in 1879 in Norfolk County, Mass., included three words common to those of the recent survey. The average spelling scores of 9-year-old pupils on "which," "whose," and "too," in 1879 were 69, 54, and 23, respectively. A spelling contest recently conducted in 78 Massachusetts towns and cities showed that pupils of like age scored 76, 60, and 79 respectively, on the same words.

A conference of representatives of all the forest schools in the United States, called by the United States Forest Service, met at Washington on December 29. This is the first meeting of its kind ever held in the United States, and has for its purpose the consideration of the problem of correlating the needs of the Forest Service.

An Inter-American Congress will meet in Santiago, Chili, in September, 1925, under the auspices of the Pan-American Union. It is expected that able representatives from the Latin American countries will be present and delegates from North America are cordially invited. The object of the Congress is to afford opportunity to exchange information, observe progress in other countries, and work out plans to facilitate the interchange of teachers and students by the Americas. A pamphlet giving full advance information with regard to the Congress may be obtained from L. S. Rowe, Director General of the Pan-American Union, Washington, D. C.

Say you saw it in the Sierra Educational News

A large number of cities in the United States have adopted the plan of making salary payments monthly throughout the year instead of in ten installments, according to a report of the federal Bureau of Education. Among the large cities which have this plan are New York, Boston, Denver, Los Angeles, Memphis, San Antonio, Seattle and Tacoma.

To determine a student's fitness for entering an institution of higher learning, Chicago, Princeton, Minnesota and Northwestern Universities and Dartmouth College are cooperating under the direction of the American Council of Education in preparing psychological tests. These tests will be given to freshmen of more than 100 colleges and universities.

The total number of public school teachers in the United States in 1923 is estimated by the United States Bureau of Education to have been 729,426. This estimate does not include superintendents, supervisors and principals. Forty-three per cent of these teachers, or approximately 313,806, are classed as rural teachers. In this classification rural is interpreted to include open country, country villages and towns not maintaining independent city systems.

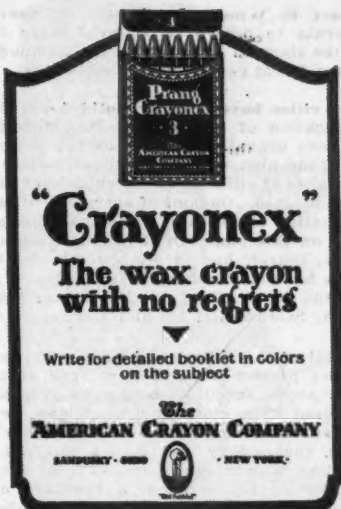
That instruction in accident prevention is a greater need each year is shown by statistics. In fact, "the control of fatal accidents in the United States continues to be one of the outstanding problems in the life of the American people," says the Statistical Bulletin of the Metropolitan Life Insurance Company. It is estimated that there occurred 84,000 deaths from fatal accidents in the United States during 1923, and that this number was 7,500 in excess of the figure for the year before. The number of accidental deaths in the United States is now each year equal to the whole population of some of our cities, such as Savannah, Georgia, or Evansville, Indiana.

The following are a few graphic figures from the Bulletin:

"The American death toll from accidents amounts to 1,462 per week, or 209 per day! Automobile accidents and injuries head the list with 262 deaths per week and 37 deaths per day in continental United States. Then come falls with 254 deaths per week or 36 per day, and drownings with 134 deaths each week or 19 each day! These are lamentable facts of destruction of valuable lives and a frightful price for carelessness, apathy and deficient knowledge."

Meat examination, natural history, and animal physiology, diseases and parasites of food animals, shop management, and legislation governing the industry are subjects included in the curriculum of a vocational school for boys and men employed in the meat trades of London. This school was opened September 15 by the London County Council in co-operation with organizations representing the meat trades, and will be known as Smithfield Institute. A minimum fee is charged for evening classes, and tuition is free for juniors up to 7 p. m.—School Life.

Say you saw it in the Sierra Educational News



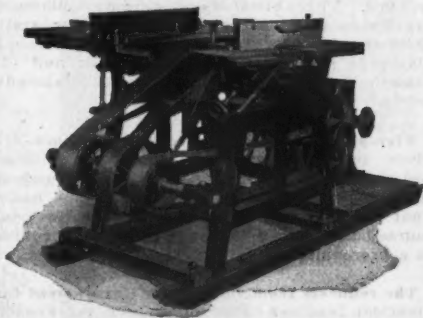
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A novel loan scholarship is provided at the Mississippi State Teachers' College. One hundred and twenty-five dollars of the proceeds from the college moving-picture shows held during the year is set aside for this purpose. Several such scholarships have thus far been provided.

Albert E. Winship of Boston is coming to California to present Dr. David Starr Jordan with the Harman prize for Jordan's monumental plan for world peace through education.

Nine cities have recently notified the Bureau of Education of the Interior Department that they have organized schools on the platoon or work-study-plan plan or companion-class plan. This makes 72 cities in all in which such schools are maintained. One out of every six cities with a population of 30,000 or more has schools conducted on this plan. Of the great cities of the country, Detroit has 80 platoon schools; Philadelphia has 43; Pittsburgh, 38; Dallas, 27; Birmingham, 23; St. Paul, 18; Newark and Akron, 17 each; Sacramento, 13; and Dayton, 8.

A total of 15,532 boys and girls were enrolled in junior project work in New York as a part of their school activities during the project year just closed. The clothing project was the most popular with an enrollment of 4,172. In agriculture, the poultry and garden projects were in the lead with an enrollment of 3,033 and 2,926 respectively. Following is a summary of the enrollment by projects for the year: Garden, 3,033; potato, 1,486; corn, 262; bean, 77; foods, 1,902; clothing, 4,172; canning, 421; poultry, 2,926; calf, 731; pig, 170; sheep, 115; rabbit, 34; cow testing, 34; forestry, 25; farm accounting, 9; farm shop, 139; bee, 5.

That no child in the city will be more than half a mile from a playground is the goal set by the park and playground officials of Milwaukee. Three kinds of play spaces are planned: (1) Those equipped with apparatus for small children; (2) playgrounds with small baseball diamonds and space for basket ball; and (3) athletic fields with regular baseball diamonds, football fields, and tennis courts.

Five-year kindergarten training courses are given in two institutions—Wellesley College and the University of Cincinnati. The course at Wellesley is upon a strictly graduate basis. That in Cincinnati is a three-year professional course based upon a two-year liberal-arts course as a prerequisite.

The requests from the French Government for American teachers to act as assistants in French lycées are reported by the American Council on Education. An attempt is made to assign these assistants to lycées in university towns providing opportunity for them to carry on studies in the universities. Western teachers who are interested should make application direct to the American Council on Education, Washington, D. C.

Two committees of Massachusetts superintendents have recently been formed for the study of problems pertaining to rural education. One of these committees is making a study of problems of the one-teacher school, the other of the transportation of children to school. Both committees are expected to report to the annual State conference of superintendents in May.

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The Hampton-Tuskegee Endowment Fund has received a gift of \$1,000,000 from the Rockefeller General Education Board. This gift will become effective as soon as the trustees of the two schools for negro education raise an equal amount.

The kindergarten idea is taking hold in many countries which have hitherto shown little interest in that form of instruction. Some of the recent publications of the Bureau of Education on that subject have been translated into Japanese, especially for use in the Higher Normal School for Women at Tokyo, and into Portuguese for the special benefit of the teachers of Rio de Janeiro, Brazil.

One-teacher schools are disappearing in Kentucky at the rate of nearly seven a week, as they become consolidated into larger schools with two, three, four or more teachers. New union and consolidated schools are established to take their places at the rate of about 90 a year. To enable the children to attend the consolidated schools, 78 schools provide free transportation, using 118 motor busses and 54 horse-drawn vehicles.

The average number of years a pupil attends public school in the United States varies from 4.05 to 9.08 years. The per capita income is highest in those states that keep pupils in schools longest, and illiteracy is highest in those states where the average years of public-school life is shorter, according to statisticians of the United States Bureau of Education.

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—William C. Bagley,

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the Journal of the N. E. A.*

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